

AN INVESTIGATION OF THE ATTITUDES OF
A GROUP OF NINTH GRADE BOYS TOWARDS THEIR FAMILIES
IN CERTAIN SPECIFIED AREAS

by

ZELMA MCINTOSH BELL

A. B., University of Kansas, 1939

A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Child Welfare and Euthenics

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1951

Docu-
ments
LD
2668
T4
1951
B46
c.2

11

TABLE OF CONTENTS

INTRODUCTION	1
REVIEW OF LITERATURE	3
PROCEDURE	14
DATA AND DISCUSSION	17
GENERAL DISCUSSION	122
SUMMARY AND CONCLUSIONS	132
ACKNOWLEDGMENT	134
BIBLIOGRAPHY	135
APPENDIX	138

INTRODUCTION

The family may be viewed as the original and basic source of education until pre-adolescent years, when the child begins to enlarge contacts and move into wider circles of community relationships. Strongly entrenched in the minds of most secondary school pupils are patterns of family life which profoundly influence their ideas, ideals, and habits of living. These patterns may or may not be adapted to the changing social situations and may never have been the result of thoughtful planning for a way of living consistent with a democratic society.

Numerous and rapid changes in the general culture have had profound effects upon the family and in turn upon its educational functions. There is increased mobility of the population through changes in transportation and communication. This reflected as spatial, psychological and social mobility within the family. Relationships are increasingly complex and impersonal. Family members tend more to work, dine and play separately, or by age and sex groupings rather than as families.

The predominance of urban residence with congested living quarters resulted in the establishment of more commercial dining and recreational facilities. Also because of labor-saving devices, the family no longer is so concerned with the making of things. There is widespread emphasis upon money as an end, and as the chief criterion of value. This results many times in economic and social competition between families which produces

strains for those involved. The increasing employment of women denoted less conditioning of their economic status by the family.

The adult generation is confused in these rapid changes in the material culture while the non-material institutions are slow in making the necessary adjustments. Recent developments in family patterns of relationship and guidance have come to light and new skills are required of everyone. It has become evident there is a need for more adequate preparation for family living. Many parents lack the skill or the background to provide this education.

It seems appropriate that education for home living should be assumed by the school as it is the agency which most closely supplements the education of the home. There are high school courses for Juniors and Seniors pertinent to education for home and family living, but many students leave high school before reaching those grades. Many educators realize today that completion of the 9th grade seems to be the median level of education attained by most youth.

New research in Family Life Education has made rapid strides in helping schools to chart their programs to give needed information to all. The schools cannot dismiss lightly their obligations to the child and to the community with a statement, "it all goes back to the home."

The Home Economics curriculum in many schools is still based largely on learnings of skills and techniques in classes for girls. The boys are left out entirely.

Both boys and girls acquire attitudes and information from the family and from other sources. There is much in literature exploring parent-child relationships, especially from the parent to child viewpoint. One of the most recent concepts in family life education is the importance and dynamics of interrelationships within the family group. Attitudes and feelings are of utmost importance in any learning situation, since the human organism in its selectivity chooses that most meaningful to it.

This study was made in an attempt to explore the child's point of view, attitudes and feelings, in some areas of his every-day family living. The specific objectives were:

1. To investigate the attitudes of a group of 9th grade boys towards their families in certain specified areas of every-day living.
2. To gain insight into some needs of families and of adolescent boys for the Home Economics curriculum in a particular Junior High School.

REVIEW OF LITERATURE

It is the forces of the home which have functioned largely in shaping one's goals, ambitions and ways of seeking them. Family living involves transmitting our traditions, inculcating children and youth with cherished ideas and beliefs in an endeavor to make life more meaningful and significant. The infant is transformed by the family and by his environment from a young organism into a human personality as a participating member of

the community. The family then is our basic cultural agent.

Goodykoontz and Coon (1941) have stated,

Of all the institutions of society which exert an influence on the individual, the family holds a place of unparalleled importance.

The importance of family life for education has appeared in literature for a long time. The challenge to secondary education was directly given though in 1918 by the Commission on the Reorganization of Secondary Education, appointed by the National Education Association. The Commission listed worthy home membership as one of the Seven Cardinal Principles of Secondary Education, along with others pertinent to health, command of fundamental processes, vocation, citizenship, worthy use of leisure and ethical character. The commission further stated

Worthy home membership as an objective calls for the development of those qualities that make the individual a worthy member of a family, both contributing to and deriving benefit from that membership. This objective applies to both boys and girls.

Another commission for the National Education Association in 1938, Educational Policies, set forth eight objectives for "The Purposes of Education in American Democracy." It is significant that four of the eight objectives relate directly to family life and designate the educated person as one who

- (1) appreciates the family as a social institution,
- (2) conserves family ideals,
- (3) is skilled in homemaking, and
- (4) maintains democratic family relationships.

Goodykoontz and Coon (1941) emphasize the importance

of the family in our society to transmit democratic ideals and practices. Democracy is dependent upon the optimum development of each individual, and the authors state further

A democratic experience in living in the family is a powerful influence in developing citizens who use democratic procedures. The issue of democracy must be faced anew in each generation so we must inculcate goals and values in young people who will constitute our future society, that they will in their thinking and living make home and family paramount. In this respect, men too have responsibilities, opportunities, and needs beyond jobs and careers.

While affirming the importance of the family as a cultural agent, and one for learning democratic values; newer concepts of family living today give an increased emphasis to interpersonal relationships - between parents and children and their siblings - in an effort to understand how its functions can be transmitted with the least warping and damaging of the personalities involved. Duvall (1944) writing of the "Growing Edges in Family Life Education" stated

....the transition from autocratic, or "traditional," to democratic, or "developmental" control is neither complete nor comfortable.Marriage and family life have shifted. Roles of men and women have had to be re-defined as family controls are no longer rigid children are brought up with more freedom to make their own choices the interests of all have moved into the larger community and more highly developed skills are required of everyone.

Family life education must continuously reveal meanings, interpret values and teach the skills of homemaking and home membership, but in the meantime new concepts of children's needs have developed. In their report, "A Healthy Personality for

for Every Child," the Fact Finding Committee of the Midcentury White House Conference on Children and Youth (Dec. 1950) stated

As research proceeds it becomes increasingly important that all who have to do with serving children must work in a way that takes children's feelings into account if they are fully to accomplish their purpose.

Previous White House Conferences paid little attention to personality as knowledge about it was, and still is, very much in the making. Realizing the dignity and worth of every individual, education is gradually responding to newer concepts by choosing life adjustment as its major emphasis. Parents are learning about the new trends, the general public regards them as matters of interest and concern; and with the introduction of labor-saving devices to lessen the burdens of homemaking, it appears today that development of human personality is one of the major aims and objectives of a program of Family Life Education.

Schools are the major and best institutions to relate newer concepts of family life to both parents and adolescents. Young people need enlightenment and clarification of roles in our changing society; and all the help they can get from teachers and family to "make the grade" on their way to adult maturity. Our culture provides no processes or techniques to help the adolescent define his status; and the constant desire to relate himself to the mosaic of customs and attitudes already established often is a source of strain and conflict. Lawton (1950) in answering teen-agers' questions from all over the United States, and directed to him through Scholastic Magazine, found that young people

have "real" problems which are a source of worry to them; and which are minimized much of the time by their parents and other adults. Landis (1946) stated,

The failure to place the study of family relationships and the training of youth for more effective social adjustment first on our list of educational objectives reflects the carry-over of a fear to apply intelligence, research, and learning to problems that have in the past been handled by custom alone.

Goodykoontz and Coon (1941) state,

A pupil beginning Junior High usually has a keen interest in sharing as a member of the family, in winning approval of parents, other adults, his own sex, and his social group and in taking part in a wide variety of activities.The attitudes about family life which adolescents form will affect not only their present practices, but the homes they establish where future citizens will be spending their most formative years.

Recent curriculum changes in the secondary school to help youth solve their problems are centered in the Life Adjustment Education program. This plan calls for education which "will prepare all boys and girls to live happy, productive lives as citizens, as homemakers, and as workers" based on the premise that there are common needs of all youths regardless of their future occupational plans. In their bulletin, Life Adjustment Education for Every Youth, (1948) the Federal Security Agency stated that among unmet needs, none is more urgent than the one for sound practical education for home and family living. Also,

....To deprive any large number of boys and girls of suitable opportunities to learn what they need to know in order to assume well their full responsibilities as family members is to jeopardize unduly our national security.

The significance of Life Adjustment Education is being realized by many school men who see value in family living classes for both boys and girls at the elementary and secondary levels. The 19th Yearbook of the American Association of School Administrators (1941) stated,

The curriculum of the schools has been planned rather well for the education of girls and women in homemaking to realize these objectives in any program of education for family living, provision must be made for boys and men as well as for girls and women.

Many educators today know that boys as well as girls are choosing their own food, clothing, and recreation, and are finding parent-child relationships of importance to them. Also, they often assume financial and work responsibilities in the home and soon, as with girls, there will come decisions about establishing a home, caring for children, managing family finances, and establishing satisfying relationships within the home.

Gatz (1949) using the Rhode-Hildreth Sentence Completion Test with 53 ninth grade girls and 46 boys to investigate their relations with their parents found 79 per cent of the girls to be positive in their likes and dislikes towards their families, but only 43 per cent of the boys. Fifty per cent of the boys were neutral and 21 per cent of the girls. The girls were more positively oriented than boys towards family, father, and people, and slightly more toward mother. She further found the group expressed a wide range of feelings towards their parents; some items as school and homework ranked highest as "my greatest trouble"; and a number of the children's tests indicated

a rather serious need for counseling.

McCord in her study (1951) presents a similar picture with a group of entering College freshmen in Kansas. Using a check list of 150 statements covering some areas of family living, and which were rated "agree," "disagree," or "uncertain;" the author proposed to discover the knowledge and attitudes of the group (174 girls - 205 boys) in relation to some current concepts of family living. These conclusions were drawn from an analysis of the data:

A higher percentage of girls than boys agreed with the key representing the concepts of authorities on all except 11 of the 150 statements. If the girls did not agree with the accepted answer, they tended to show disagreement rather than uncertainty. In the area of family relations, there is a need for more teaching for both boys and girls, especially in helping them apply democratic principles in family living.

Attitudes, according to Stagner (1950) have been recognized by psychologists for some time as playing a predominant role in determining our thought, memory, and learning processes. They not only determine the conclusions we derive from facts, but also influence the very facts we are willing to accept.

Many attitudes derived from parents are due to deliberate instruction, but Stagner (1950) believes the emotional relationship of child and parent to be even more important. There is much data exploring this hypothesis, but usually from the point of view of relationships of the parent to the child. The Fact Finding Committee of the Midcentury White House Conference (1951), commenting on "the mutuality of parent-child relations" in be-

havior problems cited by child guidance workers stated,

In all this, however, one must be suspicious of which came first: the children's difficult behavior or the parents' adverse feelings and behavior.

Very careful observational studies from earliest infancy will have to be conducted before this question can be answered with assurance. Probably there will be no single answer.there is mutuality in the responses of parents and children,the process of adjustment is not a one-way street.

Many studies stress the parents' viewpoint more than the child's as there is more information about parental attitudes; and they are the older and presumably wiser elements in the situation. It may be, however, that age and intelligence are not the significant factor in a situation in which emotions are so important. Strang (1949) states that the immaturity of adolescents is over-emphasized in our culture and that "a large number are more intelligent, more capable in making and carrying out plans, and more emotionally mature than some of their parents and teachers."

Some new research supports this statement, confirming the possibility that many times parents do not know or judge their children as accurately as believed, or, they are unaware of the child's true feelings and attitudes. Langford (1961) proposed to find out how well parents could judge the feelings of their 12-year-old children with regard to self adjustment and social adjustment. Using the California Test of Personality, Elementary Series, Form B, the children were asked to respond to the questions, and their parents were asked to answer the same questions as they thought their particular child would answer them. Two

teachers for each child were also asked to respond as they thought each particular child would respond. Analysis of data showed that parents were likely to underestimate child feelings concerning self adjustment, and to overestimate those concerning their social adjustment. Parent estimates of child responses were more accurate in the area of social adjustment. In all areas, the accuracy of parent estimates was the closest for father-son; with mother-son, mother-daughter, and father-daughter following in the order named. The teachers interviewed were likely to overestimate child responses in areas of both self adjustment and social adjustment.

There is difficulty in obtaining information from adolescents. Hurlock (1949) stated that the uncooperative attitude of the adolescents proved to be a serious obstacle to overcome in scientific investigations of adolescent attitudes and behavior. She stated also,

A number of methods have been tried out in the study of adolescents, not one of which has proved to be really satisfactory. But, in the absence of reliable methods, it has been necessary to obtain information with the aid of any method that is applicable to the topic to be investigated.adolescent boys and girls are characteristically secretive about themselves and their affairs. They resent what they consider to be an intrusionthis gives rise to a resistant attitude on their part and a tendency to withhold information about themselves. The adolescent will not permit himself to be observeda resistant attitude generally leads to a sit-down strike on his part or a tendency to show off and behave in a manner that gives the observer little information as to what is typical of his behavior.

A variety of methods have been used to study adolescent behavior as autobiographic reports, questionnaires, essays, in-

tensive case studies and pencil and paper tests. Havighurst and Taba (1949) used 15 different methods to study adolescent character and personality. The research committee of the National Council on Family Life (1948) urges perfection of every possible technique of evaluation, both objective and subjective."We recommend experimentation with tests, scales, Rorschach, Thematic Apperception, projective analysis and other devices for measurement of marriage and family living." Projective methods (Frank, 1948) are newer techniques for personality study and avoid the resistance often met in direct questioning in regard to personal matters. They are not offered with intention of superseding psychometric techniques and tests. "What is proposed is that projective methods be accepted as a promising development for the study of problems which have been elusive or baffling when approached by the accepted assumptions and customary methods."

Bell (1948) states that the purpose of projective techniques is to give insight into the dynamics of personality, and by way of definition, Sargent (1945) said,

A projective method for the study of personality involves the presentation of a stimulus situation designed or chosen because it will mean to the subject, not what the experimenter has arbitrarily decided it should mean (as in most psychological experiments using standardized stimuli in order to be "objective") but rather whatever it must mean to the personality who gives it, or imposes upon it, his privats, idiosyncratic meaning and organization.

There are different types of projective methods in use today; however, the tests more familiarly known and used are the Rorschach and Murrays' Thematic Apperception Test. In his man-

nal, Murray (1943) states,

the special value of the Thematic Apperception Test (commonly known as the TAT) resides in its power to expose the underlying inhibited tendencies which the subject...is not willing to admit, or cannot admit because he is unconscious of them. The procedure is merely that of presenting a series of pictures to a subject and encouraging him to tell stories about them, invented on the spur of the moment. Significant revelations of stories collected in this way is based on two psychological tendencies: "the tendency of people to interpret an ambiguous human situation in conformity with their past experiences and present wants, and the tendency of those who write stories to do likewise; draw on the fund of their experience and express their sentiments and needs, whether conscious or unconscious."

Halpern (1951) believes that such an assumption is logical "in view of the fact that it is patently impossible to create something, even a story, unless one has identified to some extent with the characters and events involved in the story. This is a basic principle underlying all creative activity." The author further states that,

the apperception tests reveal the sources of the child's specific disturbances. Sometimes the quality of the productions with projective techniques indicate that the child's potentialities are much better than his formal IQ suggests, but because of his emotional difficulties, he is not applying his assets fully and constructively. Conversely, there are those who can perform with considerable efficiency when tasks are laid out for them as on the intelligence test, but who become strikingly inadequate when called on to organize things on their own.

Work with apperception tests to investigate attitudes has received much attention in recent literature. Fromme (1941) employed a procedure adapted from Murray's TAT using five ambiguous pictures that he believed would provide data relevant to opinions on preventing war. Those taking the test were re-

quired to tell a story about each picture and the material was then interpreted projectively.

Symonds (1939) used 81 different pictures to explore possibilities of the TAT method for studying adolescent personality. After analyzing 1168 stories collected from boys and girls 12 to 19 years of age, he found that all aspects of the test showed positive correlations. The average correlation for boys was 15.9 and for girls 15.6. The author also, in a report of *Adolescent Phantasy* (1941), studied material derived from 40 normal adolescents in Junior High and their responses to 42 pictures of adolescents in a variety of social situations. Purpose of the test was to discover correspondence between themes in the stories and personality trends in the boys and girls. Additional information on each pupil was obtained by a variety of other methods, but results showed, "in every case analyzed, themes in the stories were different from, and even the opposite of trends in the manifest personality." Symonds (1949) further suggests that "from point of view of education, the stories reveal unexpressed possibilities in character, and from point of view of personality, the stories reveal underlying, unconscious motives and drives."

PROCEDURE

A picture-story test was used with a method adapted from Murray's Thematic Apperception Test. Pictures and/or cartoons were chosen from a popular magazine, the *Saturday Evening Post*,

and the Denver Post, a daily newspaper. A pilot test was given the summer preceding this study to a group of 10 ninth grade boys in Manhattan, Kansas. Stories from this test and the pictures and cartoons used were analyzed and given a rating by Dr. Paul Torrance, director of the Counseling Bureau, Kansas State College, as to which pictures and cartoons were most provocative of phantasy and which ones were not. Other criteria for selection included the following:

1. Pictures and cartoons must be pertaining to family situations with characters suggestive of a boy or girl with father, mother, sister, or brother.

2. Pictures and cartoons must be related as nearly as possible to these subject-matter areas for instruction in a particular 9th grade Home Economics Class: table etiquette and good manners; family relationships; boy-girl relationships. The tests were given preceding actual instruction in these areas and so were used as motivating devices. This facilitated ease in giving the tests and provided a more normal and favorable situation for the students.

3. Pictures and cartoons must be vague in theme; incomplete in content; and suggestive of an everyday setting rather than long ago and far away places. Two pictures and four cartoons were selected according to the above criteria and were made into photographic slides.

The subjects for this study were 23 ninth grade boys in a cosmopolitan Junior High School located in a Western city. The

group ranged in ages from 14 to 16 years with 15 years 1 month the average. The boys were from these ethnic groups: Caucasian, American Negro, Oriental, and Spanish American. Sixteen boys lived with both parents, 4 lived with mother and other relatives, 1 lived with mother and step-father, 1 lived with father and grandmother, 1 lived in a home for boys under the care of a guardian. The number of siblings in these families ranged from 1 to 9. Two boys in the study had neither brothers nor sisters.

The majority of fathers of the boys were employed as laborers in industries and factories, located in a large area surrounding some of their homes and not too far distant from the school attended by the boys. Two of the fathers in the group were salesmen, 1 owned a small grocery store, 1 owned a small cafe, and 1 father was overseas in Korea with the Army. Eight mothers were regularly employed as waitresses, nurses' aides, 1 as a bookkeeper, and 1 as a clerk at an Army installation. The other mothers were housewives for the most part, but worked occasionally by the day for odd jobs.

A projective technique or picture-story test, Figs. 1 to 6, was used to collect data for this study. Slides made from the pictures and cartoons were thrown on a screen by using a projector and these were the instructions given the students before starting the test:

We are going to look at some pictures, about which I would like you to make up a story. It can be any kind of a story you choose to make up, but try to tell in your story these things: (1) What is happening in the picture now, (2) what has happened before (3) how do the people think and feel towards each other and (4) what will the

outcome be, that is, how will it end? You will not be graded on the stories, so do not worry about spelling and grammatical construction. Just make up a story about anything you see in the picture, because there are no right and wrong stories.

The stories were interpreted in a descriptive way and in terms of the attitudes expressed or implied by the main characters in the stories as written by the boys. Attitudes were summarized in chart form, using as a guide, Bellak's Score Sheet for the Thematic Apperception Test as released by the Psychological Corporation. Areas for summary of attitudes included (1) those of parent to parent (2) parent to child (3) child to parent, to siblings, to peers (4) figures and objects added to or omitted from the pictures and (5) outcomes of stories as happy, unhappy or incomplete.

An individual analysis was made for each boy in the study using data from the summary of attitudes and from a case study of each particular boy.

An analysis was made also of attitudes expressed or implied towards their families, by the entire group and tabulations made in the five areas as given above.

DATA AND DISCUSSION

Stories written by 23 boys were analyzed for attitudes expressed or implied towards their families. The average age of the boys was 15 years 1 month and ranged from 14 to 16 years. These 23 boys were in the following categories relative to family situations: 16 lived with both parents, 4 lived with mother and

other relatives, 1 lived with mother and step-father, 1 lived with father and grandmother, 1 lived in a home for boys under the care of a guardian. The number of siblings in these families ranged from 1 to 9. Two boys in the study had neither brothers nor sisters.

The 138 stories were interpreted and summaries made in chart form of the attitudes for each boy, using for a guide, Bellak's Score Sheet for the Thematic Apperception Test as released by the Psychological Corporation. After detailed preliminary interpretation and tabulation of data, the following areas for summary of the attitudes were selected as being more pertinent to this study: those of (1) parent to parent (2) parent to child (3) child to parent (4) child to siblings and (5) child to peers. Other factors considered were: figures and objects added to or omitted from the pictures and outcomes of stories as happy, unhappy, or incomplete.

Attitudes as revealed or implied in the stories towards parental figures and towards others were listed on the charts using these terms as workable for this study, and adapted also from Bellak's Score Sheet: Antagonistic, autonomous, competitive, compliant, dependent, devoted, and fearful. As a common point of observation for this thesis, definitions of the above attitudes were a combination of terms derived from the glossary of Murray's book Explorations in Personality and from The Dictionary of Psychology edited by Warren. Examples are given to show their use in this study:

Antagonistic attitudes are those denoting opposition to individuals or groups against each other. They also may include aggressive attitudes which are those to assault or to injure an object, to belittle, harm, blame, accuse or maliciously ridicule a person. To punish severely. For example: Jack's story from Fig. 5.

"Dad just came home from work and he wants to set down and read the paper, but the little girl wants to play and she tore up the paper and dad scold (scolded) her and she starts crying and he gave her a whipping."

Autonomous - guidance or control by oneself of one's own actions or conduct, with unlimited power; absolute. Example: Tim's story from Fig. 1.

"The boy is asking his father for money and his mother don't want him to go. He will not get to go to the show."

Competitive - contention of two or more individuals for the same object or for superiority; rivalry. Example: Steve's story from Fig. 1.

"Son wants to borrow money from dad and mother wants to get the money for herself."

Compliant - implies obedience, conformity on the part of the individual to commands, general rules, or suggestions given by another or prescribed by tradition or by the community. Example: Conclusion of Steve's story from Fig. 1.

...."Just before son asked his girl for a date, mother seen a new hat. So father gave his son some money for his date and

gave his wife money for her hat."

Dependent - to seek aid, protection, or sympathy. Example: Jim's story from Fig. 1.

"The boy wants to go to the show and is asking his dad for some money;"....

Devoted or affiliative attitudes are those to form friendships and associations, to greet, join and live with others. To co-operate and converse sociably with others, to live, to join groups. Example: Elvy's story from Fig. 1.

"I think the father is having a talk with his son about school and his mother is listening. I think they like each other but are talking about the boy's problems."....

Also Horace's story from Fig. 6.

...."He is complaining to the girl because he didn't get any good grades - on the way home they stopped in the malt shop where the rest of the gang were. They all were complaining about their grades."

Fearful attitudes are those derived from emotional behavior and characterized by a feeling tone of unpleasantness, timidity, apprehensiveness, anxiety. Example: Mike's story from Fig. 1.

"His father is talking to him about getting in late in the evening and his mom is mad. The folks think he is in trouble."....
An analysis was made for each child using data from his case study and from the summary chart of his attitudes.

Case Study

Chris

With an infectious smile and one of the most dynamic personalities in this class, Chris appeared to be outstanding in every way. His eyes sparkled and fairly danced, especially when relating some choice bit of humor of which he seemed to have quite a fund. He was clever, subtle, and delighted in participating in conversation. This may have been a carry-over from dramatics and speech classes which Chris enjoyed immensely. He carried many leading roles in school plays with an ease that showed confidence.

Chris was small and thin for a 15-year-old boy. There was a healthy tinge of coloring in his cheeks and he was always clean and neatly dressed. He did not have many friends in this particular class, but seemed to enjoy the mutual companionship of a few. He was popular with the student body and the faculty as well, because he could be depended upon to do his best at all times.

Home for Chris was a dormitory with nearly 50 other boys. His father was dead, so he and his younger brother lived in a richly endowed home for boys, called a college. Their mother worked as a bookkeeper, but the guardian of the school was entirely responsible for them.

Chris seems to have made good adjustments and to have been well guided while growing up. He was friendly, cooperative, and happy most of the time.

Stories

Chris -- 15 years

Story I

Thats the way it is son don't let the girls boss you around, the way wimmin like it is when you use cave man stuff. Why when I was a kid the girls fell all over me, no sir none ever bossed me. John get in here and dry these dishes right now. (yes dear.) What was you saying Dad?

Story II

Dear would you go get some milk and cheese down at the store? Yes dear, I'll go right away. Oh just a minute I need some bread to, and potato chips. Dear let's just go out and eat. I was hoping you would say that.

Story III

Mother he said I wasn't a tomboy, I am arn't I, see I knocked him down. Children behave yourself you should know better than that, now both of you shake hands and behave yourself. Golly you are a tomboy.

Story IV

Boy I had a good game of pool last night everything was so smooth. Pop what was that blond hair doing in the car this morning huh? Yes dear what was it from? Why er, the, the dog of course. Oh I see Dear, I'm sorry.

Story V

But dad she didn't mean it about what she said about you, she was just tired that's all. I said she was to go to bed and I mean it I am not a drunkard. She won't say it again I promise it, please let her eat, please. All right but don't let it happen again.

Story VI

"I told you to quit flirting with those boys, once didn't I? Yes but it is so much fun. You'd think you thought more of them than you do me. Oh you are jealous arn't you. I am not, I just don't like to see you make a fool of yourself that's all. Oh, all right I'll stop -- but not because I want to.

Summary of 6 Story Analyses

Chris

Attitudes of parent to	: Attitudes of child to	: Figures and objects	: Outcome
<u>Parent</u> compliant (f) 3 instances	<u>Parent</u> antagonistic	<u>Added</u> other boys	<u>Happy</u> 5
<u>Child</u> devoted compliant (f)	<u>Siblings</u> competitive devoted	<u>Omitted</u> none	<u>Unhappy</u> 1
	<u>Peers</u> to opposite sex antagonistic to like sex competitive fearful		<u>Incomplete</u> 0

Individual Analysis

Chris

From the above chart, case study, and stories written by Chris, it seems that parent-to-parent relationships are always those of the father complying. Both parents are devoted to their children, with the father again being compliant. There is a resistant or antagonistic attitude towards women as shown in Story No. 1 ("don't let the girls boss you around" "use cave man stuff.") and girls within his peer group.

The above attitudes may be Chris' desire and efforts to establish a satisfying sex role. Physically, he is very small for a 9th grade boy, so cannot compete with his peers on this level. Through all his stories, unexpressed needs of his main characters are those of recognition, respect, consideration, and the desire to express authority. It is to be noted that the only figures added in the stories are "other boys", and that Chris shows attitudes of fear and competition towards his sex within the peer group.

Closely related to the above assumptions, may be the effect of experiences with only one parent as the father has been dead for some time. Chris lives in a home with some 50 other boys and so does not have close contact with real family living situations. Antagonistic attitudes towards the opposite sex and to parent may be a feeling of blame towards the mother; or a defense mechanism acquired by a group of adolescent boys in a dormitory

situation. In a public school and classroom atmosphere, Chris seemingly wanted companionship and friendship with the opposite sex and women teachers, as he frequently stopped to talk to them.

However, Chris does have a dynamic personality as noted in observations from the case study. His stories are unique in the use of dialogue, and are to the point. Also, most of the outcomes of his stories are happy, showing that Chris has been able to make some satisfying adjustments.

Case Study

Steve

Steve lived with his mother, father, two other brothers, and a sister. He was the second oldest boy and the sister was the youngest child. The father was a salesman and the mother worked in an army hospital. Steve apparently was interested in his home as he frequently kept the writer informed of plans to re-decorate, to fix up the boys' room, and to improve the yard. He worked after school and on Saturdays as a delivery boy, but shared in the responsibilities of the home by helping the mother and going to the store for her.

It was evident to the teacher, Steve had received good training. He was calm, deliberate, and exhibited a great degree of self-direction at all times. He followed the rules of the classroom and manifested superior work habits and cooperativeness. He seemingly did not wish to affiliate with larger groups in the class. He gave the impression of desiring to be alone

with his own close friends, as he would single out his buddy and the two sit and read together, apparently oblivious to others around them.

Other boys in the class seemed to like him and frequently teased him about his size. Steve accepted this good-naturedly, realizing that he was perhaps the heaviest boy in the class. He apparently was in good health, but good personal appearance lessened because of shabbiness of clothing.

Stories

Steve -- 14 years 4 months

Story I

Son wants to borrow money from dad and Mother wants to get the money for herself. Just before son asked his girl for a date and mother seen a new hat. So father gave his son some for his date and gave his wife money for her hat.

Story II

Wifes husband gets payed and comes home wife meets him at the door and says "Wheres your pay" he say "in this envelope" so of course she takes the money all except \$10.00 which she gave him for bus fare and lunch money. Then she goes and by new hat for \$50.00, her husband balds her out and then she goes home to her mother.

Story III

Sister just knocked (knocked) down her brother and her mother comes in and sister blames it on her brother. Her mother is mad at sister and so is her brother. Just before brother called his sister a name so she put on the gloves with him. Later they made up and brother took sister to the show.

Story IV

Son has got jam all over his face and his father had scolded his son and son made his father embarased so the father sends his son up stairs with out no supper and his mother sends up some food in about $\frac{1}{2}$ hour.

Story V

Father had a quarle (quarrel) with his wife and his daughter interrupted so he sent her to bed with out her supper so his wife packed her clothes and they left and went to her mothers for about a week and then her husband call and said all's forgiven so they went home and all were happy.

Story VI

Boy friend and girl friend where walking home and the boy seen a nice looking girl so he whisled and his girl got all mad so she left him and said not to speak to her again but come to find out it was his sister so they went back to gether and she was never jealous again.

Summary of 6 Story Analyses

Steve

Attitudes of parent to	: Attitudes of child to	: Figures and objects	: Outcome
<u>Parent</u>	<u>Parent</u>	<u>Added</u>	<u>Happy</u>
compliant (f)	dependent	mother-in-law	5
antagonistic	antagonistic	2 instances	
compliant (m)	compliant	mother	
competitive	compliant	girl	
		girl-friend	
		money	
<u>Child</u>	<u>Siblings</u>	<u>Omitted</u>	<u>Unhappy</u>
compliant (f)	antagonistic	boy	1
competitive	devoted		
antagonistic			
devoted			
autonomous (f)			
	<u>Peers</u>		<u>Incomplete</u>
	to opposite sex		0
	devoted		
	compliant		
	to like sex		
	none		

Individual Analysis

Steve

Attitudes as expressed or implied in Steve's stories indicate the possibility of much friction within the family. Parent to parent relationships appear to be those of antagonism, competition, and strivings to establish each one's position, with some degree of compliance on the part of both.

These same attitudes are exhibited towards the children, with the father seen perhaps as an authoritarian and "head of the house" type of person. This kind of role on the part of the father may be the cause of family friction. In some of the stories, the daughter interrupts during a family quarrel; mother in two different instances goes home to her mother because of quarreling with the father. Also there is injustice and severity of punishment on the father's part as children are sent to bed without supper. (The mother in one story sends food up though in one-half hour.)

The introduction of other figures and objects as the mother-in-law, mother, and money indicate that perhaps the family is dependent on these outside forces to maintain some kind of solidarity. The writer believes this to be reflected in attitudes of the child toward the parent. Steve reveals dependence on the family, and antagonism; but has learned to be compliant.

He doesn't establish relationships with his own sex in these particular stories. The boy figure is omitted from one story, and

attitudes of devotion and compliance are revealed towards the opposite sex. With siblings there is antagonism, but devotion expressed towards the sister figure. All of this may be due to the fact that Steve is the second among three boys at home, and the only girl in the family is the youngest child. Themes in Steve's stories reveal needs for affection, recognition, and understanding. Case study observations indicate a strength of personality and ability to make adjustments. This belief is supported also in the five happy and only one unhappy outcomes of his stories.

Case Study

Conrad

Conrad was nearly 16 years of age, but was one of the smallest boys in the class. He was short and did not weigh 100 pounds. He appeared to the writer to be undernourished because he was so thin and also because of the pallor of his skin. Extreme nervousness was also evident in his coordination and speech. Conrad appeared to the teacher to be sad and unhappy most of the time. His thin face seemed to have a haunting look, and frequently was expressionless.

Other boys working with Conrad were friendly towards him and occasionally he would be seen laughing with them and enjoying their companionship. Outside of this smaller group, Conrad made few other contacts. He was cooperative and willing to do his share at all times, but not an active participant in many activi-

ties. Passivity was a characteristic feature of his personality.

Leisure activities Conrad enjoyed were drawing and making airplanes. He stated that he did like to play baseball in the neighborhood whenever he had time. He had a Saturday job to clean the church and sometimes had to help do the dishes at home and take care of the yard.

Conrad was the second youngest of ten children. There was only one girl in the family and she was the youngest child. Conrad was the youngest of the nine boys. The sister and two other brothers live at home with Conrad and both their parents. Four of the older boys were married and two were in the army. Conrad's father is a carpenter and the mother a housewife. The family home is in an industrial section of the city and far from the school Conrad attended. He rode school busses every day and frequently stated that was the one thing he enjoyed about school--the bus rides back and forth. Also when he grows up, he wanted to be a bus driver or a baker.

Stories

Conrad -- 15 years

Story I

The father said son you will have to try to put one over your girl to marry you like I did to your mother where we got married. She was a sad dope then. And his wife listing in and she beat the tar out of him.

Story II

The wife husband came home from work and she said they got their income tax return and she gave him two dollars of it and she kept

50 dollars of it to buy a new coat and jaket suit. But she gave him two dollars more to go to the store and get some butter and eggs, milk and bread. So he went but the store was closed and so he stayed home and he had to help her.

Story III

The children boxing in a house have not been taught manners that you should not play in the house. The girl does not act like a lady should, boxing with a boy. And boy does not act gentlemen of himself.

Story IV

A boy that don't give respect to his parents. He makes his Father embarrassed and his mother does not seem to mind. The looks of the boy seems to be getting a big kick out of it laughing at his father at the dinner table. Which means he is not very well trained in his home. He does not have good table manners.

Story V

A little girls mother had died or something and she asked her father what happened to her mother and the father tells his little girl what happened and her little brother and father are very sad to tell her. And she walks away very sad and sorrowful and her father said for the boy to continue to his home work.

Story VI

The boy is walking his girl home and he is looking at his report card and is kind of disgusted with the grade he got and wondering why he didn't get as good as grades as the other kids and his girl friend. He found out that he did not do his home work or do what the teacher asked him to do.

Summary of 6 Story Analyses

Conrad

<u>Attitudes of</u> <u>parent to</u>	<u>:</u>	<u>Attitudes of</u> <u>child to</u>	<u>:</u>	<u>Figures and</u> <u>objects</u>	<u>:</u>	<u>Outcome</u>
<u>Parent</u>		<u>Parent</u>		<u>Added</u>		<u>Happy</u>
antagonistic		antagonistic		girl friend		0
autonomous (m)		dependent		mother		
compliant (f)				teacher		
				other kids		
<u>Child</u>		<u>Siblings</u>		<u>Omitted</u>		<u>Unhappy</u>
devoted (f)		antagonistic		mother		4
2 instances		devoted				
		<u>Peers</u>				<u>Incomplete</u>
		to opposite sex				2
		antagonistic				
		competitive				
		devoted				
		to like sex				
		antagonistic				
		competitive				

Individual Analysis

Conrad

This particular child's attitudes imply friction between the parents with the mother as an antagonistic, autonomous figure and the father antagonistic also, but more compliant. Phrases and words in Conrad's stories are very descriptive and harsh in these areas - father says the mother was a sad dope before they were married - mother beat the tar out of him - the wife's very selfish in handling income tax return - husband stays home and has to help her.

It is significant that Conrad's stories reveal no attitudes of the mother as a parent to the child. The father appears to be a devoted parent to the child in two instances. Further, the mother figure is added and omitted from particular stories. This apparently indicates frustration and antagonism on the part of the child in trying to establish relationships with the mother, and may be the reason for his attitudes towards parental figures as revealed in the chart.

Case study observations of this child reveal a very pronounced state of unhappiness almost to the point of sadness most of the time. This is to be noted in outcomes of his stories also - none happy; 4 unhappy; and 2 incomplete. Attitudes in nearly all areas of the chart are those of competition and antagonism. Some devotion is expressed to siblings and to the opposite sex in the peer group.

It might be that as the second youngest child in a family of 10 children, and 8 of them older brothers, Conrad has suffered from maternal love. Such feelings seem to increase insecurity in all his relationships as themes showing needs for achievement, affection, and recognition have recurred in his stories.

Case Study

Jim and Tim

These identical twins lived with both parents in a nice neighborhood not far from the school they attended. They have one older brother and the grandparents also live in the family home. Both the parents have "good jobs," as the boys frequently stated. The father was a switchman for a railroad company and the mother worked for a printing house.

Both boys stated that they had to wash dishes and clean house and "mom makes us do everything." During the summer months the boys liked to work at a grocery store to earn money for some photography equipment. Both had taken the class at school and found it to be an interesting subject and hobby.

Nearly 16 years of age, both boys seemed to the writer to have mature interests and self-direction was obvious in their behavior. Of the two, Jim seemed to show more stability, poise, and confidence. He could express himself better than Tim and apparently was much more calm. Tim's mannerisms seemed to be flighty, he was restless and impatient, and blocking noticeable in his speech so that his voice was harsh and raucous.

Both boys appeared to be in a good state of health. They were neat and clean at all times and interested in things around them. They were cooperative and took great pride in being of assistance, particularly to teachers.

They were well liked by others in the classroom and had many other friends in school, but not apparently mutual ones. Tim's closer friends were usually smaller in size and more immature than he, while Jim was seen with the more mature boys in the school.

Stories

Jim -- 15 years

Story I

The boy wants to go to the show, and is asking his dad for some money; and his mother doesn't want him to go. The boy has already asked his girl and doesn't know what to do. But later his dad and mom will get it to come out allright.

Story II

The man has just come home, and his wife has opened the mans pay check. The man is talking of all the bills he has got to pay. But he has them to pay his wife tells him. He is tired, and pretty cross while his wife stands there happy, and smiles.

Story III

The boy is on the floor, and the girl is standing over him. The mother has come in, and is telling them not to fight. Because they shouldn't have got in a fight over there younger brother. So she tells them not to do it again so they don't fight over him again but that didn't stop them from fighting completely.

Story IV

The father and mother are setting at the table with there sun (son), and the boy said something about his father, and it embarrassed him, and the mother seems excited. But the man will get over it he thinks to himself; and that it will come out o.k.

Story V

The man is standing there with a stern expression on his face, and the girl walk away sort of sad while a boy watches them. The girl has just said to her father that she wants a cat or dog; and the man has said no. But later on the girl will talk her dad into getting the animal.

Story VI

The boy, and girl has just got there report card; and are walking home, and the boy sees a bad grade on his card. He thinks that his parents will not like them, and he is worried but his girl tells him not to worry that his parents will give him another chance.

Summary of 6 Story Analyses

Jim

Attitudes of parent to	Attitudes of child to	Figures and objects	Outcome
<u>Parent</u>	<u>Parent</u>	<u>Added</u>	<u>Happy</u>
antagonistic (f)	dependent	girl friend	4
autonomous (m)	2 instances	younger	
compliant	compliant	brother	
	antagonistic	parents	
		pets	
<u>Child</u>	<u>Siblings</u>	<u>Omitted</u>	<u>Unhappy</u>
antagonistic (m)	antagonistic	0	2
compliant			
2 instances			
	<u>Peers</u>		<u>Incomplete</u>
	to opposite sex		0
	dependent		
	devoted		
	2 instances		
	to like sex		
	none		

Individual Analysis

Jim

Attitudes as revealed by this boy are of interest, because as an identical twin, he and his brother are the only siblings as subjects in this study. He apparently sees parent-to-parent relations as those of friction because of the father being antagonistic and the mother autonomous. However, each show compliance to help things along and especially where the child is concerned.

The child is probably aware of parents' desire for compliance towards him, as his attitudes towards them are those of dependence, compliance, and antagonism. It is to be noted that antagonism is the only attitude expressed towards siblings, and towards the same sex in peer groups, feelings are entirely lacking.

From case study observations and similarity of attitudes as summarized in each twin's chart, the writer suspects antagonistic attitudes result from rivalry to obtain favor and eminence with the parents, or other adults as grandmother and grandfather live with the family. (Each twin saw the other as younger than himself when asked about younger children in the family). Jim's stories are longer and more complete than Tim's and his characters seem to give an impression of confidence that everything will work out all right. Most of his stories are happy, only two unhappy. These attitudes were exhibited in personal behavior

also, as Jim appeared to the writer to be more mature, secure, and confident of himself than his brother.

Stories

Tim -- 15 years

Story I

The boy from is asking his Father for money and his Mother don't want him to go. He will not get to go to the show.

Story II

The lady is taking the money from her old man and he don't look very happy and they will get into a fight.

Story III

They got in a fight, now going to blows. The girl will win and are mad at each other and the mom is surprised.

Story IV

Mom and dad and popping joke the man and lady and boys just came home from a show they will be very happy.

Story V

He came home from work and reading and now the girl wants to go to the show. She will go.

Story VI

She came home from school. They are discussing there report card. They will get a whipen because they are D.

Summary of 6 Story Analyses

Tim

Attitudes of parent to	: Attitudes of child to	: Figures and : objects	: Outcome
<u>Parent</u>	<u>Parent</u>	<u>Added</u>	<u>Happy</u>
antagonistic devoted autonomous (m)	fearful dependent	money	2
<u>Child</u>	<u>Siblings</u>	<u>Omitted</u>	<u>Unhappy</u>
antagonistic (m) devoted compliant	antagonistic	boy	3
	<u>Peers</u>		<u>Incomplete</u>
	to opposite sex devoted to like sex none		1

Individual Analysis

Tim

In the area of parent-to-parent relationships, attitudes from Tim's stories coincide with those of his twin brother. There is antagonism with the mother the autonomous figure; but Tim also reveals devotion of parent to parent. Towards the child, the mother is seen as antagonistic, and both parents devoted and compliant. Towards siblings in the family, Tim is antagonistic, and in turn dependent and fearful towards parents. With his own sex in the peer group, he expresses no attitudes; but like his brother, is interested in and devoted to the opposite sex. Tim's attitudes from his stories differ from those of his twin brother's in the more instances of devotion and fear revealed. Emotional blocking was evident to the writer in Tim's speech, as he had difficulty expressing himself well and his voice was almost racous.

It may be that Tim is more emotionally dependent on parents and others than his twin brother, and so is insecure and fearful of his position. His stories are very short and in some cases show a definite, negative finality. Also more of the outcomes are unhappy rather than happy, showing that the needs for pleasure, cooperation, and understanding as expressed in his stories have not been met satisfactorily to Tim.

Case Study

Mike

In a family of seven children, Mike was the second oldest child. Three brothers and two sisters were younger than he and there was one older brother married. Mike then, was the oldest child at home. The six children lived with both parents in a clean, well-kept neighborhood. The father was a truck driver and the mother a housewife. Mike had a paper route after school and on week-ends, so he did not have chores to do at home. He stated to the teacher that he preferred to eat and sleep at home and so didn't think much about family activities or responsibilities.

Mike was of average height and weight for a 9th grade boy. He appeared to be in good health and he was always neat and clean. He had red hair, freckles, and blue eyes that sparkled with humor most of the time, as he enjoyed teasing others in the classroom and sometimes the teacher. At one time, a small rubber frog that sprang out of a match box as it was opened, was Mike's idea of a great joke.

This student was observed by the teacher, however, to have characteristics of a wholesome and stable personality. Self-discipline was evident when he would not let others influence him unduly. If plans were being made for some "excitement," Mike only listened and refused to be drawn into them. He was well liked by others in the class but did not participate in

many school activities. He was observed by the writer to have been a cooperative and affectionate boy.

Stories

Mike -- 15 years

Story I

His father is talking to him about getting in late in the evening and his mom is mad. The folke thinks he is in trouble. He probably has did something wrong. He will probable getting his priviages taken away.

Story II

He got his pay check and before he had got his coat and hat put up she had it check. She think he is alright because he got her check. She might have met him at the door. She will have all of his money.

Story III

The little girl's mother is suprise because she has beat up her little brother. The kids were just playing the mother think they ment it. They got tired of playing with their toye and started to box. They will get sent to bed with out having the radio.

Story IV

The boy's father is talking to the boy about his mannere. The boy think his dad mannere are always good. He had caught his dad. The dad probably tells him he was doing it on purpose.

Story V

The man's wife got man at him, he and the boy went down stairs. Dinner time came around and the wife sent down for them. The husband think the wife was in the wrong. They might go without dinner.

Story VI

They are just getting out of school and are talking about how crabbie the teachers are today. They think they are right. They will go to the drug store and get a couple of ecda's each and won't eat their dinner.

Summary of 6 Story Analyses

Mike

<u>Attitudes of</u> <u>parent to</u>	<u>: Attitudes of</u> <u>: child to</u>	<u>: Figures and</u> <u>: objects</u>	<u>: Outcome</u>
<u>Parent</u>	<u>Parent</u>	<u>Added</u>	<u>Happy</u>
antagonistic	devoted	teacher	2
antagonistic (m)		food	
compliant (m)			
<u>Child</u>	<u>Siblings</u>	<u>Omitted</u>	<u>Unhappy</u>
fearful	devoted	mother	4
2 instances		girl	
antagonistic (m)			
autonomous (m)			
	<u>Peers</u>		<u>Incomplete</u>
	none		0

Individual Analysis

Mike

From summary of attitudes in the above chart, the mother figure appeared to Mike to be the most dominant in the family group, towards the husband, and towards the children. Parents are seen by Mike to be antagonistic towards each other with some compliance on the part of the mother. Both parents show fear towards the child because of his behavior as noted in the stories written by Mike (the folks think he is in trouble --- he probably has done something wrong --- father is talking to him about getting in late --- and his mom is mad.)

Mike manifests devotion in his stories to the family group; to parental figures and to siblings; but reveals no attitudes towards his peer group. It may be that severity of punishment and lack of understanding as shown in the stories prevent Mike from being too expressive with anyone, parents, siblings, or peers. The need for understanding is the main theme recurring most in the stories and is suggestive of insecurity and defeat as four of the outcomes are unhappy as compared with two happy ones.

Case Study

Phil

To the writer, Phil appeared to be an extremely quiet boy with a great degree of self-discipline and control. He seldom approached anyone, but would respond by talking to other boys at his table if they wished to talk to him. If they desired to become mischievous, however, Phil maintained his composure and control and only sat and watched them. Not even by facial expressions did he indicate an interest in joining in the frivolities and misdemeanors. Such self-discipline and control appeared unusual in view of the fact that Phil sat and worked with the same group of boys every day.

Phil was well-liked by others in this particular class, but apparently had not established close friendships with anyone in the school group. His family recently had moved to this city from a smaller town in the same state. Phil was cooperative, obedient, and willing to do his share at all times in the classroom situation. The particular group of boys with whom he worked, prided themselves on exhibiting the best type of work habits in the class and cooperation superior to that of other groups. Phil participated in class discussions, only when asked, preferring it seemed, to listen and to observe things about him.

Phil's family situation was apparently one of economic stringency as his thoughts and desires as expressed to the writer were always those of finding a job. The mother had died a few

years ago, and the father and grandmother maintained the home for Phil's two younger sisters and a brother and a niece. The four older children (two sisters and two brothers) lived together in the home of the married brother. The father was a mechanic and the family lived in a garage apartment in a nicer part of the neighborhood.

Phil enjoyed many sports with other boys, but had certain jobs to do at home too, as emptying trash, caring for the yard. Apparently there was a close relationship with the father as the boy stated at one time that his father's friends and teachers had helped him most in growing up. Plans for the future were uncertain as expressed by Phil to the teacher, even a high school education. "All I want to do when I grow up is just to find a good job and make a good living." This was the boy's expressions many times.

Stories

Phil -- 15 years 4 months

Story I

The boy and the man are father and son they are talking about the football game they had today. His mother is standing over them. She want them to get up and eat. They said that they would eat as soon as they get through talking. She said the last time they got through all the food on the table was cold. When they got ready to eat she had put up all the food. She wouldn't let them get it out. From then on they were on time for supper.

Story II

He is coming home from work and his wife is not. When he was hanging up his hat. She had came from cooking to give him part

of the money she took out of his billfold before he went to work. He was mad because when he got to work he didn't have enough money to buy something for supper. Why she took it because she thought he was going to play cards after he got off of work. She said she wanted some of it to buy her a new hat. That night when they were eating he told her what he was going to do with it. She said she was never going to take any more money from his pocket from now on.

Story III

The boy and girl are boxing and the girl mother is telling them to stop. Her mother was cooking when she heard the boy fall. The little girl hit him in the mouth and he fell down. The little girls mother took the gloves and sent her to her room. She told her the next somebody came to play with her not to play so rough.

Story IV

The boy and his father and mother are setting down eating. The boy asked his father if he could go to the dance. At first his father had a nice expression on his face, but when he asked him for some money his father didn't want to give it to him. That night when it was time for the dance his mother told his father to give him the money so he could take his girl to the dance.

Story V

The little boy is doing his home work and her father is reading the paper. He said he would help him when he got through. His little sieter didn't want to do hers because she didn't feel good. She want to go to bed. Her father said if she didn't want to do her homework she could do it in the morning. After that the little girl got her homework at school in her spare time.

Story VI

A boy and girl were going to school. They were late and had to hurry before they were late. When the boy went to pick up the girl to go to school she wasn't ready that why they were late. The next time she told him that she would be up and on time when he came after her again.

Summary of 6 Story Analyses

Chris

Attitudes of parent to	Attitudes of child to	Figures and objects	Outcome
<u>Parent</u>	<u>Parent</u>	<u>Added</u>	<u>Happy</u>
autonomous (m) 3 instances fearful (m) compliant (m) antagonistic	dependent	girl friend money school	5
<u>Child</u>	<u>Siblings</u>	<u>Omitted</u>	<u>Unhappy</u>
devoted (f) compliant (f) autonomous (m) antagonistic (f)	none	none	1
	<u>Peers</u>		<u>Incomplete</u>
	to opposite sex devoted 2 instances to like sex none		0

Individual Analysis

Phil

Analysis of attitudes as summarized from Phil's stories and case study data is significant in many respects. First, the number of references to the mother figure in which she is seen to be very autonomous and fearful towards husband and children with some degree of compliance to the husband. Phil's mother has been dead for some time, so the above attitudes may have resulted from earlier impressions; or they may be directed towards the grandmother who lives with the family now and possibly assumes the mother role. This latter belief is given some support in attitudes of the child to parents and of the father to the child. The stories reveal dependence towards parental figures and that is all. The father appears antagonistic to the children, but at the same time devoted and compliant.

Secondly, the absence of attitudes towards siblings even though Phil lives with 2 sisters, 1 brother and 1 niece, and has 2 sisters and 2 brothers older than he. To his sex within the peer group, Phil manifests no attitudes; but shows devotion towards the opposite sex. This may mean companionship is sought with the opposite sex and outside the family group because of a lack of affectional attitudes.

Third, stories written by Phil are involved and show deprivation - she had put up all the food and wouldn't let them get it out father doesn't want to give the son money for en-

tainment. Themes all through the stories reveal needs for sustenance, achievement, and fun. Phil had expressed desires for a job frequently to the writer, and stated that "when I grow up, I just want to find a good job and make a good living."

Fourth, even though the family situation appears complex, and affectional attitudes are lacking; still the boy's stories rate high with happy outcomes as there is only one of the unhappy type. This seems to indicate capacity for adjustments and stability of personality, which were observed by the writer in Phil's behavior.

Case Study

Jack

Physically, this boy appeared to be all legs, arms, and ears, as he was growing up. Tall and thin, with hands that dangled, Jack's coordination seemed to be rather poor. He was extremely restless and found it difficult many times to settle down to the job at hand. Other boys in the class seemed to like him when it was time to play, but objected to having him around when more serious work was at hand. Frequently such requests as "move him away" were made to the teacher.

Jack was playful and had not developed very good work habits. It was difficult for him to follow directions and to successfully complete a job. He could not keep up with the rest of the class and gave the impression of just being lost and not knowing what to do most of the time.

Jack is the oldest child in his family and the only boy as he has two younger sisters. All live with both parents in a fairly nice neighborhood. The father does construction work and the mother just keeps house. Jack liked sports especially basketball and stated that to play was the activity he enjoyed most at home. However, he shared in the work at home and had certain chores to do as washing dishes, sweeping the floor, and making his own bed. Jack stated frequently to the writer that he wanted to finish high school and be employed as a bus driver when he grew up.

Stories

Jack -- 15 years 8 months

Story I

Father is talking to his son about his work and telling him that if he doesn't do his work next time that he is not going to give him his allowance next week. And mother has got dinner on the table and is waiting for them to come and eat.

Story II

Dad has just come home from work and began to hang up coat and hat when mother comes in and asks how was work today and he says business is poor. And mother said that the insurance man came to collect and she had just enough to pay him.

Story III

Brother and sister are boxing in the living room and mother came in and scolded them and said she was going to tell their father if they didn't get out in the back yard and box. But they had to finish their work.

Story IV

Father is angry about junior's (table) manners and if it happens again he is going to get it. So he sends junior into the other room and told him to get the belt because I am getting tired of him mess (messaging) up at the table.

Story V

Dad just came home from work and he wants to set down and read the paper but the little girl wants to play and she tore up the paper and dad scould (scolded) her and she starts crying and he gave her a whipping.

Story VI

They were walking hom from school and talking about what happened in school. And it began to rain so they started to run.

Summary of 6 Story Analyses

Jack

<u>Attitudes of</u> <u>parents to</u>	<u>:</u>	<u>Attitudes of</u> <u>child to</u>	<u>:</u>	<u>Figures and</u> <u>objects</u>	<u>:</u>	<u>Outcome</u>
<u>Parent</u> compliant		<u>Parent</u> compliant devoted fearful		<u>Added</u> money food school		<u>Happy</u> 0
<u>Child</u> antagonistic 3 instances autonomous (f) 2 instances		<u>Siblings</u> none		<u>Omitted</u> mother boy money		<u>Unhappy</u> 2
		<u>Peers</u> none				<u>Incomplete</u> 4

Individual Analysis

Jack

Parents are seen in Jack's stories to be compliant to each other, but very autocratic and antagonistic toward the children. Affection is lacking on the part of the parents to their children as noted in the summary of attitudes. Father is the more dominant figure in this boy's stories and the punisher in the family --- mother is going to tell father about the children's behavior if they don't comply to her wish --- father is angry at Junior and sends him for the belt --- dad scolded the little girl and gave her a whipping. With the above attitudes and role manifest by the father, it is perhaps to be expected that the child's attitudes towards the parents are those of fear and compliance.

Jack's stories also reveal devotion to the parents, but are lacking in significant expressions to siblings, or to peers. This may be due to the fact that he is the only boy in the family as observed in the case study, and has two younger sisters whose interests are not similar to his. As to his peer group, Jack's personality development appeared to the writer to be unstable and hampered since it was difficult to establish satisfactory relations with others. He was restless, unable to follow directions very well, and appeared to be lost much of the time. This may account for the large number of incomplete outcomes in his stories. Also, the absence of happy outcomes, possibly indi-

cates frustrations and handicaps that have been insurmountable.

Case Study

Billy

In a family of six children, Billy is the middle child. Of the six there are three girls and three boys. Four of the children live at home with both parents, the two oldest sisters are married. The father is employed as a butcher in a packing company, the mother is a housewife, and the grandmother lives with the family too. Billy's home was very near the school he attended and in a fairly nice neighborhood. He stated frequently he had to help with cleaning the house, but the pastime he enjoyed most at home was to eat.

Billy was small and thin at 15 years of age and probably should add more pounds to his body weight. His teeth were malformed and this in turn obstructed his speech somewhat.

He was observed by the teacher frequently to be restless and tired as from lack of sleep and easily irritated. He was cooperative but did not contribute much to the class as he was slow in learning situations.

Billy's friends seemingly were the less mature 9th grade boys as he himself exhibited a spirit of playfulness. It appeared to the writer that Billy's training had lagged and that at 15, good habits of self-discipline had not yet been established.

Stories

Billy -- 15 years 3 months

Story I

Talking about money. The mother is angry, the father is talking to him about something he has done. Something it will settle o.k. he broke a window.

Story II

Father has got paid mother is happy now mother can buy a lot of food. Father has had a good day at the office. Mom and Dad is happy.

Story III

Brother and sister got in to a fight sister won mom came in and sold (scold) both of them and they made up.

Story IV

Eating dinner Pop mom and Junior talking together and having a nice meal. Pop is angry at Junior about his report card. Pop will give him a good talking to.

Story V

The boy is doing home work and the girl wants to do it to But she is not old enough to go to school and she is crying the father is telling her wait till she is older.

Story VI

Brother and sister shopping the girl is carrying almost all the things the Boy is mad about something, and it will come out o.k.

Summary of 6 Story Analyses

Billy

Attitudes of parent to	: Attitudes of child to	: Figures and objects	: Outcome
<u>Parent</u> compliant devoted 2 instances	<u>Parent</u> compliant	<u>Added</u> money food report card school	<u>Happy</u> 5
<u>Child</u> antagonistic 2 instances devoted 2 instances compliant (f)	<u>Siblings</u> devoted compliant 2 instances antagonistic 2 instances	<u>Omitted</u> none	<u>Unhappy</u> 1
	<u>Peers</u> none		<u>Incomplete</u> 0

Individual Analysis

Billy

From the summary of the six stories written by Billy, parent to parent relationships appeared to be those of mutual compliance and devotion. For example, story No. II:

"Father has got paid, mother is happy, now mother can buy a lot of food. Father has had a good day at the office. Mom and dad is happy."

Parental attitudes towards the child, however, appeared to Billy to be antagonistic and devoted with more compliance shown by the father. These ambivalent attitudes were well shown in story No. IV:

"Eating dinner pop, mom, and Junior talking together and having a nice meal. Pop is angry at Junior about his report card. Pop will give him a good talking to."

It is interesting to note that the only child to parent attitude implied in this boy's stories was one of compliance. Affectional ones were lacking entirely; but were expressed towards siblings in the family group along with those of antagonism.

From story No. III:

"Brother, sister got into a fight, sister won, mom came in and sold (scold) both of them, they made up."

Stories as written by this boy expressed no attitudes toward his peer group. Some extraneous objects were added, but no figures added nor omitted from the pictures. This is un-

usual in light of the brevity of all the stories. Also, family relations apparently all turn out satisfactorily as expressed in the five happy and only one unhappy outcome of Billy's stories.

Case Study

Ned

Ned lived with his mother and step-father, two sisters and one brother. Their home was located in a nice neighborhood, and Ned took pride in helping around the house, "to keep it looking nice." At times he helped the girls with the dishes, took care of the yard, and emptied trash. The father was a waiter at the Y.W.C.A. and the mother a housewife. Ned worked too after school and on Saturdays at a neighborhood grocery.

Nearly 15 years of age, this boy too was among the smallest ones in this particular class. He was very short, and looked almost impish with his round face, large eyes, and constant smiles. Ned did seem to the teacher to be happy most of the time. He enjoyed talking to others and in sharing humor with them.

Other boys in the class liked Ned, even those older and much larger in size. To the writer, it appeared that the older boys liked to be around Ned, to tease him and to hear his musical laughter ring out.

Ned's enjoyment of life sometimes appeared to approach the happy-go-lucky stage, as he was resistant at times to suggestions when it was time for more serious matters.

Stories

Ned -- 14 years 5 months

Story I

A Father talking to his son and the old lady griping. Maybe he's talking about Football or something of the sort. It's going to end by the boy doing dishes and the lady beating up the man.

Story II

The story is about a husband and wife the husband is going to work and he left her some money for her to take care of the house needs and bills. He will be back home the next evening. She's glad because he is gone.

Story III

It looks to me like the girl and boy got in a fight and the mother is angry. It looks like the boy got the worst of it, and the girl is fixing to get in trouble.

Story IV

It looks like they are eating breakfast and the man suprised about something, maybe the boy washed before eating breakfast. And he is surprised. He is going to reward him by giving him some money.

Story V

It looks like he is mad at the little girl. And worried about getting a new house he is looking through the paper for a add on a house. Its going to end by the man finding a house and everybody will be happy.

Story VI

Two kids are walking home from school and it looks like the boy got some bad report cards, and it looks like the boy will get in trouble when he gets home.

Summary of 6 Story Analyses

Ned

Attitudes of parent to	: Attitudes of child to	: Figures and : objects	: Outcome
<u>Parent</u> antagonistic (m) 3 instances compliant (f)	<u>Parent</u> fearful 2 instances	<u>Added</u> home money	<u>Happy</u> 2
<u>Child</u> devoted (f) compliant (f) antagonistic	<u>Siblings</u> antagonistic	<u>Omitted</u> boy mother	<u>Unhappy</u> 3
	<u>Peers</u> to opposite sex none to like sex none		<u>Incomplete</u> 1

Individual Analysis

Ned

Attitudes concerning parental figures are of interest in Ned's stories since he lives with his mother and step-father as observed in case study data. The mother appeared to Ned to be the antagonistic figure in family relationships, in both the parent to parent, and parent to child areas. The father was seen in a different light, as the more compliant and devoted figure in the two areas. Omissions of boy and mother figures from stories Nos. IV and V may further imply attitudes of rejection and antagonism.

Excerpts from stories Nos. I and II reveal the intensity of attitudes on the part of the mother as seen by Ned: "A father talking to his son and the old lady griping-- its going to end by the boy doing the dishes, and the lady beating up the man."

The husband has gone to work and left her money for the house needs-- she's glad because he is gone.

Towards parents and siblings, Ned's stories reveal fear and antagonism. Affectional attitudes are lacking, and there are no expressions towards the peer group. Difficulties probably existed in Ned's everyday living situations as may be noted in more unhappy than happy outcomes of his stories.

Case Study

Tom

Tom was an only child and lived with his mother, his father was in the army in Korea. A friend of the family lived with the mother also. Tom's home was in a fairly nice neighborhood, located near a small housing unit and other apartment dwellings. He shared many responsibilities in the home as washing dishes, care of floors, and emptying trash. The mother worked at an army installation and Tom worked too of evenings and on Saturdays in a grocery store.

Physically and mentally it appeared that Tom had grown up. He was tall, and possessed a strong, well-formed body. His physical appearance suggested age and maturity beyond the 15 years. Tom's inquiring mind showed an interest in everyday things around him. He asked questions about heredity, what are vitamins, college expenses, and many others.

To the teacher, Tom gave the impression of desiring to assume a more mature role at anytime. He stated frankly that he didn't like any courses in school, and yet he wanted to be a doctor when he grew up.

Tom had many friends who admired him. In a class situation he was cooperative and frequently made good contributions. It appears to the writer that Tom's family situation may have contributed to his restlessness. With the father away, and as an only child, he will need careful guidance to continue his growing up as he should.

Stories

Tom -- 15 years 6 months

Story I

It looks like the boys father has called him in to talk to him about something and the boy doesn't look very interested and the mother looks very angry so I don't think it will work out. Because the boy doesn't like what the father is saying.

Story II

Maby he just came in from work and he looks like a doctor. And when he got home his wife wanted him to go out and maby by somthing at a store. And he looks tired and doesn't want to go. So he isn't going to go.

Story III

Looks like to me they are brothers and sisters and the mother is surprised that the girl can beat the boy and the mother is trying to stop them.

Story IV

It looks like it is Mother Father and Son and the son has pulled a trick on him and it looks like they are eating breakfast. He might have put something wrong in his food and I think he will give him a spanking.

Story V

It looks like the Father is mad at the little girl. And what ever the girl has done she looks like she is sorry and I think the Father will forgive her.

Story VI

It looks like to me they have got their report cards and maby the girls is better than the boys. And maby the boy got mad. But I think every thing will be o.k.

Summary of 6 Story Analyses

Tom

Attitudes of parent to	: Attitudes of child to	: Figures and objects	: Outcome
<u>Parent</u> antagonistic (f) autonomous (f)	<u>Parent</u> antagonistic 2 instances compliant	<u>Added</u> none	<u>Happy</u> 2
<u>Child</u> antagonistic 3 instances compliant (f)	<u>Siblings</u> competitive	<u>Omitted</u> boy	<u>Unhappy</u> 3
	<u>Peers</u> to opposite sex competitive antagonistic to like sex		<u>Incomplete</u> 1

Individual Analysis

Tom

The father appears in Tom's stories to be the dominant figure in parent to parent relationships as expressed in story No. II "his wife wanted him to go out and maybe buy something at a store. And he looks tired and doesn't want to go. So he isn't going to go."

Towards the child, both parents are seen by Tom as antagonistic with the father more compliant. Affectional attitudes are not attributed to the mother in this boy's stories.

Child to parent relationships are those of antagonism and some compliance as expressed in stories Nos. I and V and towards the father in both instances: Father has called the boy in to talk to him about something -- the boy doesn't look interested-- the boy doesn't like what the father is saying.

The father is mad at the little girl--whatever she has done, she looks like she is sorry.

It appears in Ned's stories that he doesn't relate very well to sibling and peer groups as attitudes expressed are competitive and antagonistic. Tom's stories are short but five of the six are complete. Half of them show unhappy outcomes, and close detail was followed with the exception of story No. V from which the visible boy figure was omitted.

Case Study

Charles

Charles was a new student in this class, having moved recently to this locale from another state. He soon made friends easily as several asked that he be permitted to sit at their table. He was quiet, sober, and unassuming and seemed to show stability of personality in his behavior, that is, it appeared to the writer that Charles' behavior consistently followed choices previously determined by him.

In the classroom, Charles was cooperative, but not very expressive. He tried to conform to the rules at all times and to get along with everyone.

Charles at 15 appeared older as he was one of the larger boys in this class. He was tall and muscular and seemed to be in good health.

One sister and another brother, both older than Charles lived at home with the mother. The parents had separated and nothing was hardly known of the father. The older brother and sister worked and the mother kept house. Charles shared in the work of the home by helping with the cleaning, emptying trash, and caring for the yard. He stated that he enjoyed home because there he liked to eat, sleep, and read comics.

Stories

Charles -- 15 years 3 months

Story I

The boy came in to see his father about an allowance and the mother acts as if she don't want him to have it. And the father is talking it over man to man.

Story II

The story is about a husband and his wife the man looks like he's just finished a hard days work and hanging up his hat and coat. And the woman is taking money out of an envelope to go somewhere and the man is too tired to go.

Story III

The sister and brother is boxing and she has knocked him down. And the mother has come out of the house to make them stop.

Story IV

They are sitting around the table eating and the little boy's mouth is dirty and he has said something to make his father's face turn. The mother looks surprised over something that has been said.

Story V

The father is sitting in front of the stove reading the paper. And has spanked the little girl. The boy is eating and looking to see what's going on. The father looks as if he has just came in from a long day's work.

Story VI

The boy and girl has just got their report cards and are looking at each others cards and the boy is carrying the girl's books home for her.

Summary of 6 Story Analyses

Charles

Attitudes of parent to	:	Attitudes of child to	:	Figures and objects	:	Outcome
<u>Parent</u> autonomous (m)		<u>Parent</u> dependent		<u>Added</u> none		<u>Happy</u> 2
<u>Child</u> compliant (f) antagonistic 2 instances autonomous (m)		<u>Siblings</u> none		<u>Omitted</u> none		<u>Unhappy</u> 0
		<u>Peers</u> to opposite sex devoted to like sex none				<u>Incomplete</u> 5

Individual Analysis

Charles

It is to be noted that affectional attitudes were expressed only once in the family group in the six stories written by Charles.

The father is seen to be somewhat compliant in story No. I as he talks things over man to man with his son. All other attitudes within the family as seen by Charles revealed the mother as an antagonistic and autonomous figure towards the husband and the child. The father is felt to be antagonistic also towards the child but compliant, too.

The child's only attitude towards his parents in the six stories is revealed as that of dependence in story No. I - "the boy came in to see his father about an allowance"--Charles' stories do not reveal attitudes towards siblings, not towards the same sex in the peer group. Devotion is expressed, however, to the opposite sex within the peer group as in story No. VI--the boy and girl are looking at each other's report cards and he is carrying the girl's books home for her.

Stories written by Charles are short, detail is followed in that there are no additions nor omissions; but five of the plots were not carried to completion and there is only one happy outcome.

Case Study

Hubert

At 14 years and nine months, Hubert was younger than some of the boys in this particular class, but appeared older. His body was thick and heavy, and with muscular shoulders, arms, he could have been mistaken for a junior or senior in high school and perhaps a star football player.

Hubert apparently did not use his strength in an aggressive manner. He was never a discipline case to the writer's knowledge, nor did he try to bully others. He was well-liked by other boys in the class and mingled freely with various school groups. He was admired by his peers both girls and boys because of his talent in drawing and sketching. Groups would surround him and watch intently as he easily sketched anything anyone desired.

It was evident Hubert liked to draw as he seldom refused a request from anyone, and showed irritation only when somebody would try to keep a prize illustration. His compliance and willingness with sketching were characteristics of behavior noted by the teacher in other situations. Hubert was cooperative, but lacked good verbal expression. His responses to questions for the most part were "huh?", and "I dunno." He did not make any contributions to class activities during discussion periods, and his academic achievements seemed to be limited as noted in sentence construction, poor writing and inadequate verbalism as mentioned earlier.

Hubert is the youngest of three boys in his family. All live with both parents near the business section of the city, and everyone works in the household. The father is a salesman; the mother, a waitress; and Hubert had a paper route. At home, Hubert had to make his own bed, but spent most of his leisure time drawing and playing football. It appeared to the writer that Hubert was left to his own devices most of the time as it was difficult to interest him in class activities. Also, he will probably need good guidance, and help in developing his potentialities and a well-rounded personality.

Stories

Hubert -- 14 years 9 months

Story I

He made a date with girl and in the picture the boy is asking his father if he could have some money for his car. He already had his allowance and spend it, and they are discussing with his father. But he get the money any way.

Story II

before: at the office she calls and said she didn't want any thing at the store and when he came home she ask him to go down town to get some grocery.

Story III

They had a fight and the girl told the boy lets fight it out girl to boy.

Story IV

He got into a fight at school the other guy hit him in the mouth and he got sent home and he is showing his father where the guy hit him and get a beaten.

Story V

This little girl saw a ice cream truck and she went to her farther to get a nickel to buy an ice cream, but they couldn't offered it. But they rich Uncle comes and gets it for her.

Story VI

This Boy is mad because some other girl wrote him a love letter and he is reading it to his girl friend he is trying make up with her. He is telling his girl it doesn't mean anything to him and he want to prove it. But the girl doesn't believe him so he does go with the other girl.

Summary of 6 Story Analyses

Hubert

Attitudes of parent to	: Attitudes of child to	: Figures and objects	: Outcome
<u>Parent</u> dependent (m)	<u>Parent</u> compliant dependent 2 instances	<u>Added</u> girl-friend money food rich uncle girl	<u>Happy</u> 2
<u>Child</u> devoted compliant (f) antagonistic (f)	<u>Siblings</u> antagonistic	<u>Omitted</u> mother 3 instances money boy	<u>Unhappy</u> 2
	<u>Peers</u> to opposite sex compliant competitive devoted 2 instances antagonistic 2 instances to like sex antagonistic		<u>Incomplete</u> 2

Individual Analysis

Hubert

Attitudes revealed in Hubert's six stories show a definite interest in the opposite sex within the peer group and ambivalence of feelings as expressed in story No. VI--the boy is mad because some other girl wrote him a love letter--he is reading it to his girl friend trying to make up with her--it doesn't mean anything to him and he wants to prove it--his girl doesn't believe him so he does go with the other girl. Figures added to his stories concern girl friend and girls, further indicating an interest in the opposite sex.

Parent relationships were not given much attention in this boy's stories, but the mother was seen as a dependent figure on the father to get groceries for the home (story No. II). Towards the child, the father was compliant and antagonistic (stories Nos. I and IV), but no attitudes towards the child were attributed to the mother. The mother wasn't given status within the family group in some of Hubert's stories as noted in three omissions of that figure (stories Nos. I, III, and IV).

Child to parent attitudes were revealed as those of compliance and dependence in Hubert's stories and towards siblings and his own sex, antagonism.

Although Hubert's stories were short, poorly structured some of them (Nos. I, V, and VI) reveal phantasy by the addition and omission of characters.

Case Study

Elvy

In a family of nine children, Elvy was the 8th child. The only sister was the youngest child. All lived together with the mother. The oldest brother worked to help support the family and acted as the head of the house. The father was a gardener and contributed some financial aid, but did not live with the family group. Elvy's home was in the busy industrial section of the city. The mother was regularly employed in a grocery store.

Elvy, in his school contacts and in a classroom situation, appeared to the teacher to be extremely retiring. He seldom said anything to anyone and never smiled. He attended classes regularly and promptly, conformed to all the rules, followed directions very well, and did his share of the work at all times.

Other boys in the class apparently registered no feelings towards him. Outwardly, it seemed that they neither accepted nor rejected him. He perhaps was an isolate by choice. Elvy did not take part in school affairs, and seldom was seen with others of his peer group. He stated that he liked to play ball at home and make model airplanes. He usually worked on Saturday, but helped at home by emptying the trash and paper.

Efforts of the teacher to get Elvy to smile met with little success, but he was always willing to carry out any suggestion and directions offered.

Physically, Elvy seemed to be undernourished. He was short and thin and had a very sallow complexion. His clothing was dirty

most of the time, and one got the impression that Elvy was perhaps a very neglected child at home.

Stories

Elvy -- 15 years

Story I

I think the father is having a talk with his son about school and his mother is listening. I think they like each other but are talking about the boys problems. I think the boy had trouble in his school work or some trouble with his teacher. I think they will agree and go to sleep and get up in the morning and forget it in the morning.

Story II

I think that he ate breakfast and is going to work and his wife is doing the dishes. I think the lady is reminding him not to forget his lunch and they are happy. I think he ate his breakfast and has read the paper. He will go to work and she will shop wash dishes and send the kids to school.

Story III

The girl and boy are boxing and she has knocked him down. I think they are all happy except the boy. They were boxing for fun. I think the mother will stop the fight because its ruining the room.

Story IV

I think they are eating and the father is not hungry because he ate rolls or cakes before dinner and he is embarrassed and is going to leave the room.

Story V

I think they are eating and the little girl is sad because she hasn't anyone to play with and the boy is sad because he is doing his homework.

Story VI

They are walking home from school and the street is muddy and the boy and the girl are angry so they caught a bus home.

Summary of 6 Story Analyses

Elvy

Attitudes of parent to	:	Attitudes of child to	:	Figures and objects	:	Outcome
<u>Parent</u> devoted 2 instances fearful		<u>Parent</u> devoted		<u>Added</u> teacher school kids		<u>Happy</u> 4
<u>Child</u> devoted autonomous (m)		<u>Siblings</u> devoted dependent		<u>Omitted</u> money father		<u>Unhappy</u> 1
		<u>Peers</u> to opposite sex devoted 2 instances to like sex devoted				<u>Incomplete</u> 1

Individual Analysis

Elvy

The six stories written by Elvy expressed or implied attitudes of devotion in all areas represented on the chart. Parents are devoted to each other in stories Nos. I and II--they like each other, but are talking about the boy's problems--he ate breakfast and is going to work and his wife is doing the dishes--the lady is reminding him not to forget his lunch and they are happy.

Parents were seen by Elvy to be devoted to the child in story No. I as they listen to and talk over his problems. This also implied devotion on the part of the child towards the parents by bringing his problems to them.

Elvy's stories are short, but introduce figures of teacher, school, kids, in Nos. I and II. The father figure is very prominent in picture No. 5, but omitted from Elvy's stories.

Case Study

Sherman

Sherman at 15 was a picture of good health. There was a healthy glow in his cheeks, and his coordination and poise exemplified physical fitness. He liked sports, especially basketball but felt he was too short in stature. He asked the teacher at one time if he could ever grow to become six feet tall.

There are just the two children, Sherman and his younger

sister. They live with both parents, but it is a large household with grandparents, aunts, uncles, and cousins living there too. Sherman apparently enjoyed his home as he talked often of the things he liked to do there such as listen to the radio, play records, or "mix up a batch of fudge candy." In his spare time he enjoyed sports and movies.

At home, Sherman was responsible for cleaning his own room and emptying waste paper baskets. The mother managed a restaurant for which the father was the chef. Sherman and all the other relatives helped out in the restaurant in their spare time.

Sherman was interested in his classmates and they in him as frequently there was a sharing of anecdotes. In the larger school group, Sherman was observed by the writer to enjoy the companionship of a rather closely knit group of other boys of his own age. It appears to the writer that Sherman's family background is one of close ties and harmony because of the poise and strength of personality manifest by the student.

Stories

Sherman -- 15 years

Story I

Father is telling his son about how he was a sgt. in World War I and how much fun it was to boss the men around but the boy's mother doesn't like the father telling the son about the war because he might go pretty soon. So she tells the son that it's getting late and he has to go to school tomorrow.

Story II

The husband has just come from the office and is putting away his hat when his wife tells him that she found an letter while clean-

ing the house it had \$45.00 in it. But the wife doesn't know that the husband was going to save that money for a Mother's Day present for her. So the wife keeps the money and the husband has to save some more, for a present for her.

Story III

The boy is the girls brother and for almost five months now the boy has been bragging about how he can beat up any body in school. Then one day he asked his sister to box with him and while they were boxing he dropped his guard and his sister hit him with a right on his jaw and down he went. When his mother heard the noise she rushed in and was surprised but when sis told her what happen she laughed. From that day on the brother hasn't bragged.

Story IV

Before the family sat down for dinner the husband forgot to go to the drugstore and buy a pint of ice cream for junior. Because every Sunday night Junior always wants ice cream. So after they got thru eating the little boy began crying for ice cream. And when father remembered, he had to run down to the drugstore for the ice cream. When he got back junior gobbled it up with his fingers.

Story V

The father is a poor man and runs a shoe shop. He has two children their mother died 3 years ago. So the father has been caring for them. One night while the boy is doing his home work and the father is reading the paper, the little girl comes and asks the father if she can have a baby doll like all the other girls have. But the father said that she would have to wait for a while before he could buy her one. So she walked away a little sad.

Story VI

The boy's name is Bob and the girl is Judy. Bob and Judy are going to high school. And they are going steady. At the end of the semester on the last day Bob got his report card and he hasn't been doing very well in English and his father said that if he got A or B in English he would get a car for him. So Bob tried very hard and passed o.k. in Latin and a D in American History. So Bob isn't very sure if he will still get that car. But Judy tells him not to worry.

Summary of 6 Story Analyses

Sherman

Attitudes of parent to	Attitudes of child to	Figures and objects	Outcome
<u>Parent</u>	<u>Parent</u>	<u>Added</u>	<u>Happy</u>
devoted	devoted	mother	3
compliant	compliant	car	
antagonistic (m)	fearful		
autonomous (m)	dependent		
	2 instances		
<u>Child</u>	<u>Siblings</u>	<u>Omitted</u>	<u>Unhappy</u>
devoted	competitive	none	1
4 instances	compliant		
compliant (f)			
	<u>Peers</u>		<u>Incomplete</u>
	to opposite sex		2
	devoted		
	to like sex		
	competitive		

Individual Analysis

Sherman

Sherman's stories revealed well structured plots and interesting themes. They are longer than many others and the phantasy is related to everyday life. Most of his outcomes are happy, showing that his main characters were able to reach their goals successfully; and indicating also strength of personality of the writer of the stories. The mother figure is introduced in story No. V. No figures, or objects are omitted.

Parents were revealed in Sherman's stories to be devoted and compliant to each other with the mother apparently more resistant and autonomous as in story No. I--mother doesn't like the father telling the son about the war--so she tells the son its getting late and he has to go to school tomorrow.

There are mutual attitudes of devotion on the part of parents and child in Sherman's stories with dependence expressed by the child in stories IV and V--Junior began crying for ice cream--the little girl asks father if she can have a baby doll like all the other girls have. Towards siblings and like sex in the peer group, competition is revealed, but an affectional attitude is revealed towards the opposite sex in story No. VI--Bob and Judy are going steady and talking about his report card.

Case Study

Horace

Living with both parents, Horace was the only child in his family. His father owned a grocery store where both the mother and son worked in their spare time. The family's living quarters were in the back of the store which was located in a fairly nice section of the neighborhood.

Horace was always meticulously clean and well-dressed. He was average height, somewhat thin. His coloring was sallow, but his eyes seemed to sparkle with an inner glow that made them a dynamic feature of his countenance.

Horace seemed to have a few friends. He did not mingle freely with large school groups, nor did he take part in school activities. He frequently stated to his friends and to the teacher that he didn't have too much time for outside things. When asked about how he spent his leisure time or things he liked to do best at home, he replied "nothing," in both instances, because he had to work in the store.

School subjects were not difficult for Horace as he was among the top one-third in his entire class. He was alert, cooperative, and willing to do his share, but gave the impression that he liked to be alone much of the time. Frequently, he would withdraw from the group and sit alone to read or to just stare into space, apparently day-dreaming. While writing his stories for the TAT test, he was extremely slow and lagging behind the rest of the group. He also was observed by the teacher to be biting his nails constantly during the test, and he had to be reminded of the task at hand as he lost much time seemingly in day-dreaming.

Stories

Horace -- 14 years 5 months

Story I

The father is telling the son how his wife tricked him into marriage. The father is mad at the wife. The father and wife had an argument. The wife gets more mad at the husband and have another argument.

Story II

The man just came from the office. The man is tired his wife wants him to go to the store. The man had an hard day at the office and his wife was cooking dinner and forgot to get something. The man grumbles and goes to the store.

Story III

They are playing with the boxing gloves and the mother walks in. The kids are having fun the mother is surprised because the girl is boxing. It was a rainy day and they had nothing to do so they decided to box. The mother makes them play some more quiet game.

Story IV

The father is suprised because his boy started to eat with his fingers. The boy saw a cave man picture and was influenced by it. He was sent up to bed.

Story V

The man just scolded the little kids so the girl starte to go to her room and the boy starte his homework. They are a very poor family without a mother. The man just came home from work and the dinner wasn't started or any of the chores weren't done. But the man is a kind man and makes dinner for his kids and starts to read the paper. He feel very sorry for his children because he can't afford any of the better things and the children tell him not to worry because they are very happy.

Story VI

They just got out of school for the summer and they got there report cards. He is complaining to the girl because he didn't get any good grades - on the way home they stopped in the malt shop where the rest of the gang were. They all were complaining about their grades.

Summary of 6 Story Analyses

Horace

Attitudes of parent to	Attitudes of child to	Figures and objects	Outcome
<u>Parent</u> antagonistic 2 instances compliant (f)	<u>Parent</u> devoted compliant 2 instances	<u>Added</u> mother food "the gang"	<u>Happy</u> 3
<u>Child</u> devoted (f) 2 instances autonomous (f) autonomous (m) antagonistic (f) compliant (f)	<u>Siblings</u> devoted	<u>Omitted</u> mother	<u>Unhappy</u> 1
	<u>Peers</u> to opposite sex dependent to like sex dependent		<u>Incomplete</u>

Individual Analysis

Horace

The stories written by this boy apparently reveal strong antagonistic feelings on the part of parents towards each other and towards the child as in story No. I and V--the father is mad at the wife--the father and wife had an argument--the wife gets more mad, they have another argument. "The man just scolded the little kids so the girl starts to go to her room and the boy starts his homework."

It is interesting to note that child relationships as those of devotion and compliance. In story No. V, after the scolding by the father, when he feels sorry and is compliant, the children tell him not to worry because they are happy, even if they can't afford better things.

Cass Study

Milton

This student was outstanding in this particular class and with his peer group because of his cleverness and alert mind. He ranked in the upper one-third academic level of the entire 9th grade and his friends called him "Einstein." He was very witty and had a sense of humor that seemed to attract many to him.

Milton was short in stature, had an olive complexion and wore thick-rimmed glasses. His posture was good and apparently he enjoyed good health.

There were two other children living with both parents and Milton in the family group, one sister older and one brother younger than he. The home was located near the downtown business district and the boys had to help frequently with responsibilities of the dishes, keeping their room clean, and emptying trash. Both parents were employed, the father doing vegetable work in a fruit and vegetable stand and the mother helping out in the stand too.

Milton was popular in school and a leader apparently because of his academic achievement. At the same time, he was observed by the writer to be friendly and cooperative and willing to do his share at all times.

Stories

Milton -- 15 years

Story I

To me this picture seems as though the boy is telling his father about how he made the winning touch down for the freshmen varsity. Father looks interest as he relaxes and listens. On the other side mother seems to be angry because after all she has been calling them for the last time for supper. Later all is done as father and his son finally leave the living room enters the dining room where mother is waiting angerly, they sit, and talk as they eat. The boy startes his story all over so mother could be together.

Story II

This seems as though her husband has just come from work. The money she is holding is from his week's pay bill. She is surprised that how much he has made this week, but he looks very tired. It sure looks like it was his first week of hard work.

Story III

This picture seems to illustrate. The mother has dinner ready. And seems she had been calling them many times to dinner which there was no answer. While coming up etairs to look for them she hears banging noises in the childrens bed room. Surprisely she opens the door and finds her daughter and son boxing after all her daughter is a tomboy she doesn't know how to settle it.

Story IV

The girl has invited her boy friend over for a little snack. The little boy could be her brother. She seems embarrassed because of her little brothers table manners and she doesn't even stop him.

Story V

A week ago the children's mother has passed away. The girls is heart is broken as father tries his best to comfort her. Poor, Father with out a job, glances through the papers wishing for a good job. The boy seems to have difficult with his homework because mother would help him with it. Through their life it may be hard going.

Story VI

This seems to show as though its report card time. He is looking at his girl friende report card and finds all A's compare to his he thought he done as good work as his girls friends. He sure looke angry.

Summary of 6 Story Analyses

Milton

Attitudes of parent to	: Attitudes of child to	: Figures and : objects	: Outcome
<u>Parent</u>	<u>Parent</u>	<u>Added</u>	<u>Happy</u>
devoted	dependent	food	1
antagonistic (m)	devoted	mother	
	2 instances		
<u>Child</u>	<u>Siblings</u>	<u>Omitted</u>	<u>Unhappy</u>
devoted (f)	fearful	none	2
2 instances	competitive		
fearful			
	<u>Peers</u>		<u>Incomplete</u>
	to opposite sex		3
	devoted		
	competitive		
	to like sex		
	none		

Individual Analysis

Milton

The six stories written by this boy show well-structured plots and interesting themes in two instances (stories Nos. I and IV). Affectional attitudes are revealed in all areas with the exception of siblings where fear and competition are shown. Story No. IV is unique in that Milton is the only boy to use the plot for sibling relationships.. "the girl has invited her boy friend over for a little snack. The little boy could be her brother. She seems embarrassed because of her little brother's table manners and she doesn't even stop him."

The mother figure is added and most of Milton's stories were incomplete with only one happy outcome.

Case Study

Herman

With a short, stubby nose, and quite full cheeks, Herman looked rather pugnacious most of the time. He did have an aggressive spirit as he was ever ready to put strength and wit against any challenger; but he was not of the violent type. Frequently, disputes with his classmates had to be settled by the teacher. Short in stature, and with heavier body build, Herman's appearance was just ordinary. He was neat and clean most of the time, but did not seem to have attributes of friendliness, nor the type of personality to attract others. He and

the smallest, most unhappy looking little fellow in the class chose to work together as partners. Herman seemed to live from day to day, getting along on his own, with apparently no close friends. Frequently, he was noticed sparring around in the halls with anyone who would get in his way.

Herman's father is dead and the mother keeps house and maintains the home for the three children. Herman is the youngest child with one older brother and sister. The mother receives welfare aid to dependent children and both the boys work too. Herman has a paper route after school which he handles in a very business-like way. The family lives in a fairly nice neighborhood, but appears not so closely knit as jobs and different hours keep them apart. However, there are some things Herman enjoys at home and in the neighborhood as reading and playing ball.

In class, Herman was cooperative, seldom contributing much. He always spoke to the teacher when coming into the classroom and he was a regular and early attendant, so apparently enjoyed the class. It appears that the mother has done a good job of keeping the family together and in training the children. Herman has been no discipline case to the writer's knowledge. His aggressiveness was probably due to assuming somewhat adult roles with jobs and work experiences, and feelings that he had to make his own way.

Stories

Herman -- 15 years 4 months

Story I

His Dad is telling his son what a great football player he was and his mother is taking it all in and the son is thinking of his girl friend.

Story II

He is getting home from work and is tired and want to take a nap but she want him to go to the store for some milk for supper because the children like milk for supper.

Story III

The mother came up to their room and found them fighting the boy was laying on the floor and his sister was standing over him with the gloves on. The mother told them not to fight each other because the brother might get a black eye and that is not very nice and his friend might make fun of him.

Story IV

The boy is saying this is not as good a meal as the one they had with the woman upstairs the father is very red the boy told his mother this to make his father mad because he would not give him a 5¢ the mother is very calm about this. After this the father will give his son a 5¢.

Story V

The little girl is very sad because she ask her father for a little doll she had seen in the store the father said she would have to do without it the little boy is sad for his sister for he love her very much the father is sad to for her as any father would be for his little girl.

Story VI

They were coming home from school the boy is looking at his girl friend report card the girl is not happy of the mark she got in her classes she is carying a lot of book so as to make up some work the boy is saying that he will not buy her any more pop if she does not improve.

Summary of 6 Story Analyses

Herman

Attitudes of parent to	Attitudes of child to	Figures and objects	Outcome
<u>Parent</u> dependent compliant (m)	<u>Parent</u> competitive antagonistic dependent 2 instances	<u>Added</u> girl friend children friends woman money doll	<u>Happy</u> 2
<u>Child</u> devoted 3 instances compliant 2 instances	<u>Siblings</u> devoted competitive	<u>Omitted</u> none	<u>Unhappy</u> 1
	<u>Peers</u> to opposite sex devoted autonomous to like sex none		<u>Incomplete</u> 3

Individual Analysis

Herman

Satisfying the wants and desires of the children within the family and the peer group is the main theme recurring in Herman's stories. To obtain this goal, attitudes of child to parent are revealed to be competitive, antagonistic, and dependent. It is interesting also to note the larger number of figures and objects added to Herman's stories to help obtain the goal given above. For example, story No. IV--"The boy is saying this is not as good a meal as the one they had with the woman upstairs, the father is very red the boy told his mother this to make his father mad because he would not give him a 5¢. The mother is very calm about this, after this the father will give his son a 5¢."

In story No. VI, the boy tells his girl friend he will not buy her any more pop if she doesn't improve her grades.

Parental attitudes in these stories created by Herman, are believed to be those of devotion and compliance, particularly to the child.

Case Study

Sherril

In a family of eight children, Sherril is the youngest, with two sisters and five brothers older than he. The mother and father maintain the home for five of the eight children. Two older boys and one older sister are married. Sherril, at 16, is

the youngest child at home with a sister and three brothers. The father is a laborer at a meat packing company and the mother keeps house. There are renters living upstairs.

The home is located in an old part of the city very near the industrial section of factories and warehouses. "Sports all the time" is a favorite pastime of Sherril's, although his jobs at home are to keep in a supply of wood and coal.

Sherril is about average in height, but appears underweight and thin. His features are sharp and bony, his cheeks almost sunken. His eyes are small and frequently were watery and red. Sherril usually wore jeans and knit shirts which were not always clean. One gets the impression that his clothing was just something to put on.

Such a statement might also apply to Sherril's general demeanor. He impresses the teacher as being very casual, matter-of-fact, and somewhat resistant and restless. Frequently, he had to conquer hasty actions and words. This he does immediately, apologizing and asking to be excused. He gives the impression that he suddenly hasn't understood. He was generally cooperative with strength of personality, especially as to keeping promises. If he requested to sit a certain place so that he might work on a particular project--"and I won't bother anyone else"--he always followed through with his part of the bargain.

Sherril has an inquiring mind and is always interested in things around him. Examples of this may be observed in classroom incidents such as when he asked if MacArthur's son was a citizen

of the United States. Each day he wanted to see the newspaper and read many items, but especially sports. He liked older boys and was accepted by them. He was also interested in the girls. His favorite pastime at home was "to use the phone and talk to the girls."

By way of summary, it appears to the writer that Sherril has mature interests for a 9th grader. It may be questioned if he has an opportunity for adequate expression at home or effective parental direction. The teacher felt that Sherril was fighting himself in an effort to conform to society's demands.

Stories

Sherril -- 16 years

Story I

Well I think at the first of this picture was the son is in some kind of trouble and maybe he went and asked his father for some advice and then his mother came and gave a little advice too, and I think the father gave him some certain advice that he thought might help him solve his problem and his father seemed mighty happy that his son came and asked him for advice because his face has a happy looking on it. But his mother doesn't feel so happy about it because she has a mad look on her face, and I think at the end the Father and Mother get together and agree to give him a certain advice that they both think is good for him.

Story II

I think they just got through eating and the lady gives him his hat and then he's off to work, and the lady is all ready to clean the house and the man looked very sleepy before he left to work and he looked real restless.

Story III

The brother just tells his sister lets have some fun and then she agrees so they put on the boxing gloves and then mother comes in and tells them to stop before they get hurt. Then just for playing like that mother punishes them and makes them work for the next 2 hours.

Story IV

They just got out of bed and then they washed and got ready. The father shaved and cut himself and while there eating the son and the mother notice the cut and the son asked the father how did you cut your self and then father says nver mind. And then they get through eating and the father is off to work and the son is off to school and the mother is off to clean house.

Story V

The father and the son were working looking for some certain article in the paper and they wers looking for it in the dictionary too. And then the daughter comes in asking to help then the father tells her to help her mother and she gets sad because she wanted to help her Dad. So she goes and helps her mother.

Story VI

They were just in school and then that was the last day of school so they got there report card and they were all mad at there grades, so they went home and got salled down by there parents and then that was all.

Summary of 6 Story Analyses

Sherril

Attitudes of parent to	: Attitudes of : child to	: Figures and : objects	: Outcome
<u>Parent</u> devoted 3 instances compliant	<u>Parent</u> dependent devoted 2 instances compliant 2 instances	<u>Added</u> mother parents	<u>Happy</u> 2
<u>Child</u> devoted 3 instances compliant antagonistic (m) autonomous 2 instances	<u>Siblings</u> devoted compliant	<u>Omitted</u> money	<u>Unhappy</u> 3
	<u>Peers</u> none		<u>Incomplete</u> 1

Individual Analysis

Sherril

The stories which Sherril wrote about the six pictures expressed or implied parent to parent attitudes of devotion in three instances and of compliance in one. An example of the devotion may be noted in story No. I when father and mother get together and agree to give their son some certain advice that they both think is good for him.

Attitudes of parent to child are more variable. The mother is believed by Sherril to show more antagonism, but both parents are autonomous, compliant, and devoted. Antagonism of the mother is expressed in story No. III--the children were boxing for fun--then just for playing like that mother punished them and make them work for the next two hours.

In contrast, the child is reflected in these stories as being compliant, dependent, devoted to his parents with similar attitudes shown towards siblings. All of the attitudes expressed in Sherril's stories relate to the family group. None are shown towards peers.

Close attention to detail was not characteristic of some of the stories. In story No. V the mother figure is added and in story No. II he did not mention the money which was visible.

Case Study

Benjamin

Having grown up and reached 15 years of age, Benjamin had become quite a sober and well-adjusted young fellow. He was always cooperative, willing to do his part, conscientious, and interested in his work; and often made significant contributions in and to the class--significant because they resulted from his efforts in evaluative thinking.

Benjamin was about average in height and weight for a 9th grade boy, and usually presented a clean and neat appearance. His clothing was nothing exceptional, just the usual jeans, sport shirts, and sweaters. These were rather drab in color, but neat so that Benjamin's appearance was always a good one. With large, dark, flashing eyes, a friendly smile and manner, he was well-liked by his classmates. It seemed that his friends admired him for his stability, poise, and conscientious work habits that they themselves had not yet attained. This admiration frequently took the form of teasing, even after requests had been granted for Benjamin to sit with them - all of which was accepted in the manner given but without going overboard himself.

Benjamin is about the middle child in his family, having two brothers older and twin sisters younger than himself. He lives with both parents near the industrial section of the city; and his father is employed as a carpenter. The mother doesn't work out and no-one else lives with the family. It appears that

Benjamin's family is a stable, unified, and cooperative one. He has mentioned "his little sisters" and how they play, or, are always wanting this or that. Also everyone shares in the work, his jobs being to dry the dishes frequently, take care of the garden, and empty trash. Further, it seems too that Benjamin has received good training and direction in growing up to be a well-adjusted boy.

Stories

Benjamin -- 15 years

Story I

The boy in the picture is going to high school, and is asking his father for some money to take his girl to the dance. His mother is telling his father to let him have the money, because he used to ask his dad the same thing. His mother finally talked his father into letting him have the money.

Story II

The man has been working all day in the office and has brought home his pay envelope. His wife is counting it and telling him if he can spare a down payment on a coat. He is so tired he says yes. So the next day she puts a down payment on a coat. The next evening he is mad because he didn't remember saying that she could get a coat but he gets over it finally.

Story III

The boy was training for a fight and his sister came in and wanted to learn to box. The boy started to teach her and she hit him in the eye and knocked him down. The mother came in to see what was the racket and made them quit and clean up the mess.

Story IV

The father mother and their son are eating supper and the boy is telling them about how they won their game to day and how he had won it with a hit. His father starts telling about how he used to hit home runs when he was a boy and how he won a game at college with a bunt and then the boy's mother says "that he accidentally hit the bunt and was trying to hit one in center field. The boy's father gets embarrassed.

Story V

The girl is sad because she wants a new doll and when she asked her father about it he said they didn't have enough money and couldn't afford it. The boy feels sorry for his sister and gets her a doll for her birthday that is the next week.

Story VI

The boy has just got his report card and is talking about it too his girl friend who says if she ever got one that bad her father wouldn't give her her allowance for 2 months. The boy says that it will probly be the same at his home and if it is he can't take her too the dance but she don't mind it and says that it is o.k.

Summary of 6 Story Analyses

Benjamin

Attitudes of parent to	: Attitudes of child to	: Figures and objects	: Outcome
<u>Parent</u> devoted 2 instances autonomous (m) antagonistic (m) compliant (f)	<u>Parent</u> fearful dependent compliant devoted	<u>Added</u> girl friend parents	<u>Happy</u> 5
<u>Child</u> devoted 2 instances compliant autonomous (m)	<u>Siblings</u> devoted 2 instances compliant	<u>Omitted</u> none	<u>Unhappy</u> 1
	<u>Peers</u> to opposite sex devoted 2 instances		<u>Incomplete</u> 0

Individual Analysis

Benjamin

All six of Benjamin's stories are well-written and show phantasy related to everyday life. All stories are carried to successful completion with five happy outcomes and only one of the unhappy type. The unhappy ending occurs in story No. IV and implies parent to parent relationships. The mother's resistant and antagonistic attitude towards the father is shown when she deliberately embarrasses the father at the table by correcting his story of his athletic achievements.

The mother is revealed in Benjamin's stories to be the more dominant figure in all areas of family relationships, but showing devotion too. The father is compliant to the wife, and both parents show compliance to the child as in story No. I--the boy is asking his father for money to take his girl to the dance--the mother is telling the father to let him have it, because he used to ask his dad the same thing--mother finally talked father into letting him have the money.

Affectional attitudes of the child in this boy's stories are revealed towards parents, siblings, and the opposite sex of the peer group. No attitudes are shown towards the same sex within the peer group.

Case Study

Carl

With dark eyes, wavy black hair, and ruddy cheeks, one can see that Carl's state of health and well-being is a good one. Of average weight and height he was always very clean and neatly dressed. He was chosen immediately as president of this particular boy's class, showing how well-liked he was by the others to have been chosen their leader. He did not have aggressive leadership ability, but gained respect in his quiet, unassuming way and by being frank, honest, and cooperative.

There are three other children in Carl's family, one older brother and sister, and one younger sister. All live at home with parents in an older part of town, but the father as a carpenter is able to maintain a fairly good standard of living. The mother sometimes worked as a waitress but seemed to be interested in keeping a good home and in taking care of the children. Carl has mentioned frequently, mom made some of this or baked a pie for us before going to work; or mom makes us keep the house clean and help the girls do the dishes sometimes.

Carl seems to have had good direction in growing up and in making adjustments as he was seldom disturbed or upset by others' mischief. He did not take part in many school activities, but was well-liked by his friends. There was hardly any overt interest paid by him to the opposite sex. He tried to do his best at all times and to get along with everyone.

Stories

Carl -- 15 years

Story I School

The son has come from school with a problem. His father is asked to advise him in his problem, which his father thinks is funny so they relax in the living room to discuss the affair in which his problem is situated. His mother doesn't look so happy about this problem, after they have discussed it for a couple of hours it turns out that he just misunderstood the dilemma and it is settled with little encouragement.

Story II Pay Day

As John entered his home he set his pay envelope on the table beside his wife who picked it up and counted its contents as John was putting his hat away his wife stood in the doorway and said "I am taking ten dollars as our food budget suppli money" as an answer John gave out with a yawn say "jee Im tired" that night Johns wife made an extra special supper which surprized John to such delight that he promised to give up his week allowance just so she could make more such suppers.

Story III The Fight

One rainy autumn day Jane and Jack decided to spar around with the gloves on to liven the day, after punching each other in the nose a couple of times Jane launched a hay-maker which send her brother to the floor with a loud thud which brought their mother in a quick of a wink when she saw what had happened, she advised that they should not play on the bare floor and walls with pictures which might fall and be damaged.

Story IV Forgotten

One day a very important day even if the husband did not realize it, but his wife did, and she intended to make him realize it, she didn't get the chance though for her son told his father at the dinner table and when he did remind him, his father turned red with shame to forget that today was their 10th anniversary to their surprise though they saw him pull out a wrist watch.

Story V

In a very typical American home we see a boy, the boys name is Jack. While Jack was doing his homework and his sister helping with the dishes when all of a sudden father shouted with excitement, "President Roosevelt died" as he said these words he suddenly put down the paper while sister run to have a look then turned and walked with tears running down her cheeks, everyone throughout the house were stunned by this incredible story of the death of our beloved President.

Story VI Report Cards

As Jim and Mary were walking with books in their hands, Jim lifted a piece of paper and with a loud tone of voice said "Oh that English teacher never gives a guy what he earns, while Mary exclaims "he gave me low boy will I get it" as they arrived home their parents requested to see their report cards, Jim handed his to his father in return smiled and gave it back to him and said, study more - better luck next time. Mary in surprize, said, they didn't even look at mine.

Summary of 6 Story Analyses

Carl

<u>Attitudes of</u> parent to		<u>Attitudes of</u> child to		<u>Figures and</u> objects		<u>Outcome</u>
<u>Parent</u>		<u>Parent</u>		<u>Added</u>		<u>Happy</u>
fearful (m)		fearful		parents		5
devoted		devoted		teacher		
2 instances		dependent		deceased		
compliant		2 instances		president		
2 instances				of U. S.		
<u>Child</u>		<u>Siblings</u>		<u>Omitted</u>		<u>Unhappy</u>
fearful (m)		devoted		none		1
devoted (f)						
2 instances						
		<u>Peers</u>				<u>Incomplete</u>
		none				0

Individual Analysis

Carl

This boy's stories are unique because of their well-structured plots, interesting themes and phantasy, and the short-story form in which they were written. Each one is given a title, as story No. I--School, story No. II--Pay Day, story No. III--The Fight and so on.

Figures are added, all symbols of authority, and are used by care to create phantasy in his stories. For example, story No. V concerning the news of the death of "our beloved President" (Roosevelt) and its effect upon the family is unusual. It is interesting to note that this is the only story given an unhappy outcome, all others are happy.

Attitudes of fear are expressed in Carl's stories, especially on the part of the mother towards the husband and towards the child. The child in turn is seen to be fearful of parents particularly in the area of achievement as noted in story No. VI--report cards--"he gave me low grades, boy, will I get it."

Other attitudes revealed within the family group are those of devotion and compliance in all areas. No feelings are revealed in Carl's stories towards the peer group.

Case Study

Ted

Ted could always be depended upon for interesting contributions in class in helping to solve problems or to reason things

out. His attention was exceptionally good which partly accounts for the fact he could usually come up with the right answer; but at the same time, he was alert, possessed an inquiring mind, and perhaps a level of intelligence better than average.

Rather sober and reserved in manner, Ted did not seem to have any close friends in this particular class. He got along nicely with everyone, frequently entering into and enjoying conversation with other boys at his table. School attendance was rather irregular and Ted seemed to manifest an interest in the adult world which may have accounted for lack of close ties with his own age group. Frequently the boy would ask about training necessary for jobs, do teachers have to obey some rules, and do thus and so, and what does it take to go to college?

Ted's physical condition seemed to be good. Straight in stature and taller than average, he was neat and clean most of the time. With big, expressive eyes, healthy color in his cheeks, and dark straight hair, the girls many times asked his name and home room. Ted was interested in them too in a sober sort of way, (he didn't ever smile very much) walking down the halls with them, sometimes speaking to them.

There are four sisters and two other brothers in Ted's family. He is almost the middle child with three sisters and one brother older than he. Two of the older girls are married.

The five children at home live with both parents and their grandmother. The father is a hide trimmer at a packing company and the mother a nurses' aide at one of the hospitals. The

older boy works too in order to help out at home. Ted states he has to mow the lawn, take care of the yard, and sometimes do the dishes; and the best thing he likes to do at home is to eat. Ted seldom talked about his family, but it appeared that he had been given good training as he was cooperative and willing to do at all times. There may be a need for careful guidance to keep the boy in high school through the senior year. His irregular attendance may become a bad habit. With both parents working, the grandmother perhaps is unable to assume responsibilities of control.

Stories

Ted -- 14 years 9 months

Story I

The old man is telling his son about the days when he was going around with the boys mom. He is exaggerating. How they feel about each other. Mom knows that pop is bragging as well as exaggerating. Before the picture Junior told pop he was having trouble with his girl. What will happen - Mom will finally bust in and tell pop he is lying and then tell junior the truth and make pop feel real little and cheap.

Story II

Wife is giving hubby his spending money for the week and the old man is surprised but he doesn't argue. The husband thinks that his wife is a crusty cheapskate. He brought in the weeks paycheck and gave it all to her. What will happen - The husband finally gets so mad that he grabs his wife by the hair, beats on her and knocks her out and then starts jumping and stomping on her.

Story III

The girl has just beat her brother up and their mother is trying to stop the fight and is listening to the girl tell her story. What happened before: The girl was talking on the phone to her

girlfreind and telling her about her date and how cool he is, but her brother is bothering her by saying bad things about her boyfriend. As soon as she got off the phone she starts beating up on her brother. Her brother told her if she wasn't so scared why didn't she put on boxing gloves. So she did and she socked him one right in the mouth and made him take what he said back or she would hit him again. What will happen - Their mother will tell them to take off the boxing gloves and behave and told the boy to stop teasing his sister or she would tell his dad to punish him.

Story IV

What is happening. Pop has just ate some rubber inertube and feels like throwing up. The boy is mad at pop and is telling him off because he ate the inertube which the boy was using for experiments. What happened before - The boy ground up a red rubber inertube to use for experiments. He mixed it with some strong chemicale and put it in a dish laid it in the pantry to set Mother was going to make supper and found the ground inertubes and thought it was chili so she heated it set it on the table for pop and made the rest of the supper. Later when pop and the boy came to eat pop heaped his plate with food and "chili" and started eating it real fast. He tells mom that the "chili" just don't taste as good as always. Mom just says that he probably just has a cold and can't taste the food. The boy has just discovered that his rubber mess is gone and goes in to tell mom. He tell mom that the ground rubber he had in the pantry isn't there. Mom asks if it was in a blue bowl. The boy says "yes" and mom says "I thought that was 'chili' so I heated it up for your father to eat." Father by that time has turned blue and the boy is mad at him for eating the rubber. What will happen - I Don't know.

Story V

What is happening - The man is telling his daughter to go to bed without her supper. The boy thinks his father is mean. The girl goes to bed without arguing. What happened before - The little girl was accused of just about killing the neighbor's cat but what the father doesn't know that some mean boys from across the alley did it. The girl tries to explain but the father doesn't give her a chance to. The boy knows that the girl didn't do it but he is afraid to tell his father because his father might slap him. What will happen - The father will finally learn the truth and apologize to his daughter.

Story VI

What is happening - A boy and a girl are walking home from school and the boy is arguing about something.

Summary of 6 Story Analyses

Ted

Attitudes of parent to	:	Attitudes of child to	:	Figures and objects	:	Outcome
<u>Parent</u>		<u>Parent</u>		<u>Added</u>		<u>Happy</u>
antagonistic		fearful		girl friend		2
competitive		compliant		boy friend		
compliant (f)		2 instances		father		
autonomous (m)		antagonistic		other boys		
dependent		2 instances				
<u>Child</u>		<u>Siblings</u>		<u>Omitted</u>		<u>Unhappy</u>
devoted (f)		antagonistic		none		2
compliant (f)						
antagonistic (f)						
		<u>Peers</u>				<u>Incomplete</u>
		to opposite sex				2
		fearful				
		antagonistic				
		to like sex				
		antagonistic				
		2 instances				

Individual Analysis

Ted

Five of the six storiss written by Ted are unicus in that they are the most bigarre and fantastic storiss written by any other boy in this study. His storiss (excapt No. VI) are long, with well-structured and involved plots, particularly stories Nos. III, IV, and V.

Words ussd by Ted are very descriptive and harsh and revsal much antagonism in all areas of family relationships. It is to be noted that the single instance of affectional attitudss revealed is on the part of the father towards the child in story No. V--"the father will finally learn ths truth and apologize to his daughter." Thers are no attitudss attributed to the mother towards the child in Ted's storiss.

Attitudes of the child to parsnt, siblings, and pser, again show antagonism and fear with compliance to parental figures as in story No. V--father sends the daughter to bed without her supper--she goos without arguing.

The two happy outcomes of Ted's six stories ars Nos. III and V which show sibling relationships and father to child attitudes.

Case Study

Ray

Ray is the only boy in his family. He has three sisters, two older and one younger than he. All the children are at home,

living with both parents in a fairly nice neighborhood. The father is a laborer for the Union Pacific Railroad and the mother keeps house. Ray enjoys helping at home and sharing in family experiences. His chores around the house include keeping the yard clean, mowing the lawn, and helping with odd jobs; but at the same time, Ray states that these are some of the things he likes to do best at home. This reflects, the writer believes, a pride in the home and surroundings and willingness to help in accomplishing these ends.

However, Ray has other interests too; the usual ones of his sex as sports, particularly liking to play ball. He has many friends, usually carefully chosen, as Ray himself is a quiet, almost retiring, conservative boy, and rather particular in his tastes. It appeared that he wasn't too interested in being popular or running around with larger groups within the school or even within this particular class. He was alert in class activities and to things going on around him, friendly towards everyone, but apparently gaining satisfactions from mutual responses of his own closer groups.

Ray seldom talked much and showed hardly any overt interest in the opposite sex, although the girls thought him quite handsome from the remarks and attention paid to him. He was always meticulously clean, very well dressed, physical growth and state of health apparently good.

It appears to the writer that Ray's home background and training are exceptionally stable, the family is cooperative and

closely knit in working towards some values or goals they wish to attain. Parental dominance evidently exerts strong pressures as Ray is a very obedient and well-trained boy, but not too expressive with peer groups or with other adults.

Stories

Ray -- 14 years 9 months

Story I Story on film Strip I

I think the boy is asking his dad for some money to take his girl out to a dance, and that his dad is thinking about it finally his dad won't lend him some money, so the boy is asking his dad if he can borrow the car so he can take his girl riding, if he won't give him money to take her to the dance, finally his dad agrees to lend him the car as long as he promises not to go to fast if he agrees to that he can borrow the car, and for him to come in early, so his mother won't have to worry about him.

Story II Story on film Strip II

I think he has been at the office and he has just come in the door, as he comes in the door he hangs up his hat and has handed his wife his pay money and she has taken the money and she is going to begin to count the money just handed to her by her husband. I think it will end up like this she will give her husband enough money for gas, and her son his allowance, and the rest will go for food and bill that are due. And they lived happily for ever after.

Story III Story on film Strip III

I think the mother has been away talking to a neighbor and she is coming in the door just as she step in the door the boy looked to see who it was and he forgot about boxing and when he looked away his sister landed a left hook, and a right cross that sent her brother down for a nine count, then the mother asks them why they are boxing and she said because he didn't like the way she fought so he asked her to put on the gloves with her to show her a few pointers about boxing, but it looks like she knows more about boxing then he does, but their friend again, and he promised not to put the gloves on with his sister again. (They lived happily ever after)

Story IV Story on film Strip IV

I suppose that they have just finished saying the prayer and have started eating, and the father is telling his son on how the Tigers of the American league come out yesterday in the game with the New York Yankees, and the son is saying the Tigers won 9-8 but they had a hard time winning that game because they had to go 11 inning to win, then the mother asks the father who that girl was he was driving home and the boy just starts laughing and the father starts to turn red and tells his wife that was his secretary he was driving home. (They lived happily ever after.)

Story V Story on film Strip V

He started to read the paper when something attracted their attention, so he stoped reading the paper to look at what attracted his attention and the boy and girl and doing some home work and have asked their dad for some help.

Story VI Story on film strip VI

The boy and girl have received report cards and are on their way home and they are disgusing their report cards on their way home, and he has asked her to let him see the grades she got, after he saw that she got better grades than he did, he started to argue, and he also got mad, but he soon got over it.

Summary of 6 Story Analyses

Ray

Attitudes of parent to	: Attitudes of child to	: Figures and objects	: Outcome
<u>Parent</u> autonomous (m) devoted 2 instances fearful (m)	<u>Parent</u> dependent 4 instances	<u>Added</u> girl friend son secretary	<u>Happy</u> 5
<u>Child</u> compliant (f) devoted 2 instances	<u>Siblings</u> competitive compliant	<u>Omitted</u>	<u>Unhappy</u> 0
	<u>Peers</u> to opposite sex devoted competitive antagonistic to like sex none		<u>Incomplete</u> 1

Individual Analysis

Ray

Ray's stories were well-written in an interesting and orderly style. Outcomes of five are happy and only one incomplete. Parent to parent relationships were seen by Ray to be those of devotion with the mother outonomous in handling the husband's pay check in story No. II.

Towards the child, both parents are devoted with the father appearing as compliant in story No. I--finally his dad agrees to lend him the car if he promises not to go too fast.

Attitudes of child to parent show much dependence as in story No. I and No. V--the boy asks first for money and then the car--the boy and girl ask their dad for help with their homework.

Toward siblings and peers of the opposite sex, attitudes revealed in Ray's stories were those of competition, compliance, and devotion. Some antagonism is manifest towards the opposite sex in story No. VI--"After he saw that she got better grades than he did, he started to argue, and he also got mad, but he soon got over it."

GENERAL DISCUSSION

Attitudes from the 138 stories were tabulated also for the entire group. Numerical figures represent the total number of instances such attitudes were revealed or implied. Examination of Table 1 indicates that the boys saw parent to parent relation-

ships in the greater number of instances as those of devotion, with mutual antagonism of wives and husbands revealed the second highest number of times. The closeness in the total number of cases of these two attitudes indicates the boys' recognition of ambivalence on the part of the parents in establishing relationships with each other. The boys expressed little competition between husbands and wives, and only a small number of instances of mutual dependence. The data for attitudes of dependence are unusual since the larger number of mothers of the boys in this study were not regularly employed as working mothers, they just kept house. This may show a desire on the part of wives to establish a more modern role for themselves and to break with "traditional" concepts of sole dependence on their husbands.

The boys implied that they believed wives show more fear of husbands, although the number of instances is slight, and there is much compliance between the two. Wives were seen to be very dominant and autonomous figures with husbands, the total number of instances being eleven and only one for husbands. These two figures would appear to be significant as they show the greatest contrast in this table. All others are close and are equal in areas of competition, dependence, and devotion.

Summary of attitudes in Table 1 indicate ideas of sex roles within the family which these adolescent boys had formulated. Less than half of the mothers of boys in this study are working mothers, so the father is the "bread-winner" for the family. As seen by these boys, the husband should be devoted, compliant,

and antagonistic towards his wife, but granting her at the same time almost complete autonomy where the two are concerned. This seems to indicate a shifting of responsibility on the part of husbands. Wives should be devoted, but antagonistic, compliant, and autonomous with husbands.

The boys' interpretation of attitudes of parents towards children in the family in Table 2 showed again ambivalence on the part of mothers and fathers. Fathers showed more devotion, compliance, and antagonism towards children, than mothers, but the total number of instances is close for both parents, the figures being 32-21 for devotion; 19-8 for compliance; 17-16 for antagonism. According to the stories, both parents showed some fear or anxiety for their children and were nearly equal in autonomous attitudes toward them, indicating a sharing of responsibility and authority towards children in the family. Mothers' attitudes as indicated in the table were as expected. Most authorities agree the greater burden of responsibility of the home and child care and training still devolves upon the mother.

The increased amount of antagonism on the part of fathers seems unusual in view of the large number of instances of devotion and compliance shown by them towards children. The antagonistic attitudes may reflect burdens believed to be felt by the father as the "breadwinner," in most of these cases, for large families (number of children in families of this study ranged from 1 to 9 with 4.5 being the average number per family) and

ANALYSIS OF DATA FOR ENTIRE GROUP

Table 1. Attitudes of parent to parent as expressed or implied by children.

	: Antag- : onistic	: Auton- : omous	: Compet- : itive	: Com- : pliant	: Depend- : ent	: Devoted	: Fearful
Number of wives	15	11	2	12	2	17	3
Number of husbands	10	1	2	14	2	17	1

Table 2. Attitudes of parent to child as expressed or implied by children.

	: Antag- : onistic	: Auton- : omous	: Compet- : itive	: Com- : pliant	: Depend- : ent	: Devoted	: Fearful
Number of mothers	16	8	1	8	0	21	4
Number of fathers	17	7	1	19	0	32	3

because of his economic status in the community. Also, ambivalence of parents' attitudes towards their adolescent sons as interpreted by these boys may give rise to parental antagonism in not knowing how to establish satisfactory relationships with them.

Table 3 reveals attitudes of children towards parents that might be expected in early adolescence. The greater number of instances showed attitudes of dependence, compliance, and devotion in the order given. Attitudes of fear and antagonism towards parents occurred an equal number of times. The contrast of instances of fear and antagonism with those of dependence (9-22); and devotion and dependence (11-22) shows these adolescent boys realized their position as still not having been "weaned" from parents. Consequently, they apparently have developed good attitudes of adjustment toward parents as indicated in the closeness of figures for compliance and dependence (15-22) and fewer cases of antagonism (9). Some ambivalence may be noted in instances of devotion, fear, and antagonism (11-9-9), but this according to many writers is a characteristic feature of the adolescents' authority.

Towards their siblings, boys in this study reflected more attitudes of devotion than of any other as tabulated in Table 4. This seems to be a healthy sign that these children coming from larger families do enjoy each other. Antagonistic attitudes occurred the next highest number of times, and competitive and compliant ones followed in an equal number of instances. These

Table 3. Attitudes of child to parent as expressed or implied by children.

	: Antag- : onistic	: Auton- : omous	: Compet- : itive	: Com- : pliant	: Depend- : ent	: Devoted	: Fearful
Number of children	9	0	1	15	22	11	9

Table 4. Attitudes of child to siblings as expressed or implied by children.

	: Antag- : onistic	: Auton- : omous	: Compet- : itive	: Com- : pliant	: Depend- : ent	: Devoted	: Fearful
Number of children	9	0	6	6	1	12	1

attitudes support the generally accepted pattern of expecting competition, rivalry, and give and take among siblings in the family.

Attitudes of child to peers in Table 5 showed interests in the opposite sex to be very dominant in comparison with other attitudes revealed by the boys. Devotion, 19 instances; antagonism, 8; and competition 5, were the attitudes given more emphasis towards the opposite sex. Towards their same sex, boys in this study indicated little interest, showing only the expected attitudes of antagonism, rivalry, and competition to some degree. However, other boys were not completely ignored, as there were some attitudes of fear, devotion, and dependence shown toward them. All attitudes in this table seemed to indicate the adolescent boy's desire to establish satisfactory heterosexual relationships.

Table 6 also shows emphasis given attitudes towards the opposite sex. Most of the added characters to the boys's stories related to the peer group and to the opposite sex within that group. In story No. I, the son usually was talking to father about his girl friend, or desired money for a date with his girl friend. In story No. VI, the five instances of added characters were those concerning "other girls." Other characters added concerned mother, parents, teachers, and relatives; total instances occurred in the order given with those for teachers and relatives equal. It is significant that characters were added to all stories relative to the peer group. Parents were added

Table 5. Attitudes of child to peers as expressed or implied by children.

	: Antag- : onistic	: Auton- : omous	: Compet- : itive	: Com- : pliant	: Depend- : ent	: Devoted : Fearful
Number of children to opposite sex	8	1	5	2	2	19
						1
Number of children to like sex	4	0	3	0	1	2
						2

Table 6. Number of children adding characters not shown in pictures.

Story No.:	I	II	III	IV	V	VI	Total
Parents	0	0	1	2	5	4	12
Other adults	1	1	0	1	3	3	9
Siblings	0	2	1	0	0	0	3
Peers	7	1	2	1	1	5	17

the next highest number of times, with other adults next in order. The sibling group seemed of little importance to these boys, receiving only three added characters.

Addition of characters to stories might imply unexpressed needs and desires for better relationships with those characters added. This table also indicates the adolescent's desire to establish satisfying contacts outside the family group, with his own age, and with larger groups of other adults. Characters omitted from pictures, Table 7 probably offer good "leads" towards finding frustrating forces in the environment of the person writing or telling the story. Boys in this study omitted parental figures, particularly the mother, more than others. This might be expected since in Tables 1 and 2 the mother is the more autonomous figure and adolescents often are resistant to parental authority. Siblings were the next group of characters omitted from the pictures, no omissions occurred relative to the peer group.

Analyses of outcomes of stories in Table 8 showed predominantly happy ones in every instance. Happy conclusions are those in which main characters are able to reach their goals. Unhappy outcomes are those in which main characters are unable to reach their goals successfully and so suffer defeat. These number about one-third of the total number of outcomes. Incomplete outcomes were those not given conclusions in any way. This group equaled about one-fourth of the total number of outcomes. The larger number of happy outcomes is considered significant in

Table 7. Number of children omitting characters shown in pictures.

Story No. :	I	II	III	IV	V	VI	Total
Parents	2	0	2	6	1	0	11
Siblings	0	0	0	0	7	0	7
Peers	0	0	0	0	0	0	0

Table 8. Analysis of total data as to outcome of stories.

Story No. :	I	II	III	IV	V	VI	Total
Happy	10	10	13	12	12	12	69
Unhappy	9	6	4	7	9	5	40
Incomplete	5	6	5	4	3	6	29

showing strength of personality of writers of the stories, capacities for adjustments; and general attitudes of confidence and hope.

SUMMARY AND CONCLUSIONS

1. The group of 23 ninth grade boys expressed or implied significant attitudes towards their families.

2. The projective technique test did not yield a numerical score, but revealed valuable data concerning this group of adolescent boys.

3. An attitude of devotion was expressed in a greater number of instances between parents, siblings, and peers than any other attitude. This shows the basic need for good emotional interrelationships within the family apparently has been met.

4. Parent to parent relationships and those of parent to child indicated possible "cultural lag" in clarification of roles. This shows a need for family life education for all, particularly boys and men.

5. Child to parent relationships and those of child to siblings were wholesome ones and probably need only support and good guidance to further optimum development for all.

6. There is need for better and earlier instruction in social skills with the opposite sex. Also a need for better relations with parents and teachers was expressed.

7. Attitudes expressed or implied in data have implications for homemaking and general education programs to teach

skills in the area of social relationships and personal adjustment and strength of personalities apparently were revealed by boys in this study. They need mastery of skills and tools with which to work to maintain healthy personality development as they seek to relate themselves to changing conditions in our society; and more specifically to newer and changing concepts of family life. This is needed by both boys and girls to aid them in establishing successful homes in the future.

ACKNOWLEDGMENT

Indebtedness is gratefully acknowledged to Dr. Lois R. Schulz, Head of the Department of Child Welfare and Euthenics for her interest in and direction of this study; to Mrs. Coral K. Aldous, Associate Professor in that department for her assistance; and to Dr. Paul Torrance, Director of the Counseling Bureau for his interest and guidance. Appreciation is expressed to Mrs. Harvey Langford for her kind help and encouragement. Special thanks are due Mr. Sam Waldman, principal, and Mr. George Cutting, instructor in photography in a Junior High School in Denver, Colorado for their assistance; and to Mrs. Alice O. Sullivan, public school psychologist in that city for her kind interest and encouragement. Recognition is also made of the cooperation of other teachers and students in the Junior High School which made this study possible.

BIBLIOGRAPHY

- Abt, Lawrence E., and Leopold Bellak (Ed.).
Projective psychology. New York: Alfred A. Knopf. 485 p.
1950.
- American Association of School Administrators. Nineteenth
Yearbook of National Education Association. Education for
family life. Washington, D. C. 386 p. 1941.
- Bell, John Elderkin.
Projective techniques. A dynamic approach to the study of
personality. New York: Loughmans, Green. 503 p. 1948.
- Blos, Peter.
The adolescent personality. New York: D. Appleton-Century.
507 p. 1941.
- Bureau of Education, Department of Interior.
Cardinal principles of secondary education. Washington,
D. C. United States Government Printing Office. 32 p.
1918.
- Duvall, Evelyn Millis.
Conceptions of parenthood: American Journal of Sociology
52: 193-203. Nov. 1946.
- Duvall, Evelyn Millis.
Family living. New York: The Macmillan Company. 410 p.
1950.
- Duvall, Evelyn Millis.
Growing edges in family life education: Marriage & family
living. pp. 21-24. Spring, 1944.
- Frank, Lawrence K.
Projective methods. Springfield, Illinois: Charles C.
Thomas. 86 p. 1948.
- Fromme, Allan.
On the use of certain qualitative methods of attitude re-
search; a study of opinions on the methods of preventing
war: Jour. Social Psychol. 13: 429-459. 1941.
- Gatz, Winona.
Relations of a group of 9th grade children with their par-
ents. Unpublished M. S. Thesis, Kansas State College of
Agriculture and Applied Science. 1950.

- Goodycoontz, Bess, and Beulah I. Coon.
Family living and our schools, New York: D. Appleton-Century Company. 468 p. 1941.
- Halpern, Florence.
Projective tests in the personality investigation of children. Jour. Pediatrics. 38(6): 773-775. June, 1951.
- Havighurst, Robert J., and Hilda Taba.
Adolescent character and personality. New York: John Wiley & Sons. 315 p. 1949.
- Hurlock, Elizabeth B.
Adolescent development. New York: McGraw-Hill. 530 p. 1949.
- Landis, Paul H.
Your marriage and family living. New York: McGraw-Hill. 373 p. 1946.
- Langford, Louise M.
A comparison of parent judgments and child feelings concerning the self-adjustment and social adjustment of twelve year old children. Unpublished M. S. Thesis, Kansas State College of Agriculture and Applied Science. 1951.
- Lawton, George.
How to be happy though young. New York: Vanguard Press. 22 p. 1949.
- McCord, Ivalee H.
The response of a group of college freshmen to concepts of family living. Unpublished M. S. Thesis. Kansas State College of Agriculture and Applied Science. 1951.
- Midcentury White House Conference on Children and Youth Fact Finding Report: A healthy personality for every child. Washington, D. C. Health Publications Institute Inc. 1951.
- Moore, and Leahy.
You and your family. New York: D. C. Heath Co. 185 p. 1948.
- Murray, Henry A.
Explorations in personality. New York: Oxford University Press. pp. 743-750. 1938.
- Murray, Henry A.
Thematic apperception test manual: Harvard University Printing Office, Cambridge. 125 p. 1943.

- Newcomb, T. M.
Personality and social change. New York: Dryden Press.
225 p. 1943.
- Peterson, Ruth C., and L. L. Thurstone.
Motion pictures and the social attitudes of children. New
York: Macmillan Company. 75 p. 1933.
- Radke, Marian J.
The relation of parental authority to children's behavior
and attitudes. Minneapolis, University of Minnesota Insti-
tute of Child Welfare. Monograph 22. 1946.
- Remmers, H. H. (Ed.).
Studies in attitudes: Purdue University Bulletin 35(4) -
Studies in higher education (26). 1934.
- Sargent, Helen.
Projective methods: their origins, theory, and application
in personality research. Psychol. Bul. 42: 257-293.
May, 1945.
- Sherif, Muzafer, and Hadley Cantril.
The psychology of attitudes. Psychological Review. 52(6):
245-320. November, 1945.
- Stagner, Ross.
Attitudes: Encyclopedia of educational research. pp. 77-
84. 1950.
- Strang, Ruth.
Manifestations of maturity in adolescents. Mental Hygiene.
33: 563-569. October, 1949.
- Symonds, Percival.
Adolescent phantasy: Jour. Abn. Soc. Psychol. 34: 271-274.
1939.
- Symonds, Percival.
Adolescent phantasy: An investigation of the picture-story
method of personality study. New York: Columbia University
Press. 397 p. 1949.
- Symonds, Percival.
New directions for projective techniques. Jour. Consulting
Psychol. 13(6): 387. 1949.
- Williams, Melvin J.
Personal and familiar problems of high school youths and
their bearing upon family education needs. Social Forces.
27: 279-285. March, 1949.

THE UNIVERSITY OF CHICAGO

LIBRARY

OF THE EAST ASIAN DEPARTMENT

CHICAGO, ILL.

APPENDIX



Fig. 1



Fig. 2

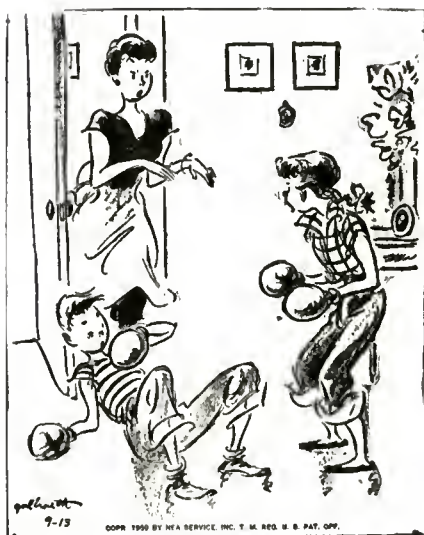


Fig. 3



Fig. 4



Fig. 5



Fig. 6

AN INVESTIGATION OF THE ATTITUDES OF
A GROUP OF NINTH GRADE BOYS TOWARDS THEIR FAMILIES
IN CERTAIN SPECIFIED AREAS

by

ZELMA MCINTOSH BELL

A. B., University of Kansas, 1939

AN ABSTRACT OF A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Child Welfare and Euthenics

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1951

The family may be viewed as the original and basic source of education until pre-adolescent years, when the child begins to enlarge contacts and move into wider circles of community relationships. Strongly entrenched in the minds of most secondary school pupils are patterns of family life which profoundly influence their ideas, ideals, and habits of living. These patterns may or may not be adapted to the changing social situations and may never have been the result of thoughtful planning for a way of living consistent with a democratic society.

It seems appropriate that education for home living should be assumed by the school as it is the agency which most closely supplements the education of the home. There are high school courses for Juniors and Seniors pertinent to education for home and family living, but many students leave high school before reaching these grades. Many educators realize today that completion of the 9th grade seems to be the median level of education attained by most youth.

New research in Family Life Education has made rapid strides in helping schools to chart their programs to give needed information to all. The schools cannot dismiss lightly their obligations to the child and to the community with a statement, "it all goes back to the home."

The Home Economics curriculum in many schools is still based largely on learnings of skills and techniques in classes for girls. The boys are left out entirely.

Both boys and girls acquire attitudes and information from the family and from other sources. There is much in the literature exploring parent-child relationships, especially from the parent to child viewpoint. One of the most recent concepts in family life education is the importance and dynamics of interrelationships within the family group. Attitudes and feelings are of utmost importance in any learning situation, since the human organism in its selectivity chooses that most meaningful to it.

This study was made in an attempt to explore the child's point of view, attitudes, and feelings, in some areas of his everyday family living. The specific objectives were:

1. To investigate the attitudes of a group of 9th grade boys towards their families in certain specified areas of everyday living.
2. To gain insight into some needs of families and of adolescent boys for the Home Economics curriculum in a particular Junior High school.

A projective technique or picture-story test was used with a method adapted from Murray's Thematic Apperception Test. Pictures and/or cartoons were chosen from a popular magazine, the Saturday Evening Post, and the Denver Post, a daily newspaper. A pilot test was given the summer preceding this study to a group of 10 ninth grade boys in Manhattan, Kansas. Stories from this test and the pictures and cartoons used were analyzed and given a rating by Dr. Paul Torrance, director of the Counseling Bureau,

Kansas State College, as to which pictures and cartoons were most provocative of phantasy and which ones were not. Other criteria for selection included the following:

1. Pictures and cartoons must be pertaining to family situations with characters suggestive of a boy or girl with father, mother, sister, or brother.

2. Pictures and cartoons must be related as nearly as possible to these subject-matter areas for instruction in a particular 9th grade Home Economics Class: table etiquette and good manners; family relationships; boy-girl relationships. The tests were given preceding actual instruction in these areas and so were used as motivating devices. This facilitated ease in giving the tests and provided a more normal and favorable situation for the students.

3. Pictures and cartoons must be vague in theme; incomplete in content; and suggestive of an everyday setting rather than long ago and far away places. Two pictures and four cartoons were selected according to the above criteria and were made into photographic slides.

Subjects for this study were 23 ninth grade boys in a cosmopolitan Junior High School located in a Western city. The group ranged in ages from 14 to 16 years with 15 years 1 month the average. The boys were from these ethnic groups: Caucasian, American Negro, Oriental and Spanish American. Sixteen boys lived with both parents, 4 lived with mother and other relatives, 1 lived with mother and step-father, 1 lived with father and

grandmother, and I lived in a home for boys under the care of a guardian. The number of siblings in these families ranged from 1 to 9. Two boys in the study had neither brothers nor sisters.

Slides made from the pictures and cartoons were thrown on a screen by using a projector and these were the instructions given the students before starting the test:

"We are going to look at some pictures, about which I would like you to make up a story. It can be any kind of a story you choose to make up, but try to tell in your story these things: (1) What is happening in the picture now, (2) what has happened before, (3) how do the people think and feel towards each other, and (4) what will the outcome be, that is, how will it end? You will not be graded on the stories, so do not worry about spelling and grammatical construction. Just make up a story about anything you see in the picture, because there are no right and wrong stories."

The stories were interpreted in a descriptive way and in terms of the attitudes expressed or implied by the main characters in the stories as written by the boys. Attitudes were summarized in chart form, using as a guide, Bellak's Score Sheet for the Thematic Apperception Test as released by the Psychological Corporation. Areas for a summary of attitudes included (1) those of parent to parent, (2) parent to child, (3) child to parent, to siblings, to peers, (4) figures and objects added to or omitted from the pictures, and (5) outcomes of stories as happy, unhappy, or incomplete.

An individual analysis was made for each boy in the study using data from the summary of attitudes and from a case study of each particular boy.

An analysis was made also of attitudes expressed or implied towards their families, by the entire group and tabulations made in the five areas given above.

1. The group of 23 ninth grade boys expressed or implied significant attitudes towards their families.
2. The projective technique test did not yield a numerical score, but revealed valuable data concerning this group of adolescent boys.
3. An attitude of devotion was expressed in a greater number of instances between parents, siblings, and peers than any other attitude. This shows the basic need for good emotional interrelationships within the family apparently has been met.
4. Parent to parent relationships and those of parent to child indicated possible "cultural lag" in clarification of roles. This shows a need for family life education for all, particularly boys and men.
5. Child to parent relationships and those of child to siblings were wholesome ones and probably need only support and good guidance to further optimum development for all.
6. There is need for better and earlier instruction in social skills with the opposite sex. Also a need for better relations with parents and teachers was expressed.

7. Attitudes expressed or implied in data have implications for homemaking and general education programs to teach skills in the area of social relationships and personal adjustments in everyday living. Basic capacities for adjustment and strength of personalities apparently were revealed by boys in this study. They need mastery of skills and tools with which to work to maintain healthy personality development as they seek to relate themselves to changing conditions in our society; and more specifically to newer and changing concepts of family life. This is needed by both boys and girls to aid them in establishing successful homes in the future.